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ABSTRACT

Volume 6, the sixth of eight publications developed by the Intercultural Development Research Association as part of the "Texas School Dropout Survey Project," focuses on program responses to the dropout problem. It describes a survey conducted to identify and evaluate in-school and out-of-school programs designed to address the dropout problem in Texas, explaining how program descriptions and characteristics, as reported by 99 survey respondents, were reviewed and condensed in order to generate profiles of programs at the individual and aggregate level. Program descriptions were developed in terms of three major categories: administration, instruction, and outcomes, with findings suggesting that a majority of the reported programs had academic goals (91%), a focus on instruction (55%), counseling (46%), and program completion (41%) as a desired outcome. Program characteristics were summarized in two categories: organization, and support. The findings summarized in this report indicate a need to identify, develop, evaluate, and replicate programs that successfully address the dropout problem in Texas. A need for centralized and accessible information on effective dropout programs in the state and across the nation is recognized. Executive summaries of program descriptions, program characteristics, and responses to requests for evaluation reports are presented in tabular form; a prototype of a dropout program is included. Relevant data are appended, and a dropout program directory is provided. (NB)

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TEXAS SCHOOL DROPOUT SURVEY PROJECT

VOLUME 6: PROGRAM RESPONSES – THEIR NATURE AND EFFECTIVENESS

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

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October 31, 1986

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Preface

This volume is one of eight publications developed by the Intercultural Development Research Association as part of the Texas School Dropout Survey Project. Seven volumes contain comprehensive reports for each area of study:

Volume 1: Magnitude of the Problem -- Census Analysis

Volume 2: Magnitude of the Problem -- Attrition Analysis

Volume 3: Magnitude of the Problem -- Tracking Study

Volume 4: Magnitude of the Problem -- School District Research and Procedure

Volume 5: Benefit-Cost Impact of the Dropout Problem

Volume 6: Program Responses -- Their Nature and Effectiveness

Volume 7: Study Methods and Procedures

Additionally, a synopsis of findings and implications across all areas of study is included in the report entitled Texas School Dropout Survey Project: A Summary of Findings.

Excerpted from the Texas School Dropout Survey Project: A Summary of Findings

EXECUTIVE SUMMARY

This report presents the results of the dropout studies conducted by Intercultural Development Research Association (IDRA) under contract with the Texas Department of Community Affairs (TDCA) in collaboration with the Texas Education Agency (TEA). The major research tasks were designed to examine three primary questions:

(1) What is the magnitude of the dropout problem in the State of Texas?

(2) What is the economic impact of the dropout problem for the State?

(3) What is the nature and effectiveness of in-school and alternative out-of-school programs for dropouts in the State?

The research was conducted during the period of May to October, 1986. Given the paucity of reliable data on dropouts, research methods included primary analyses of data collected by IDRA and secondary analyses of available databases including Fall Survey and Annual Performance Report information collected by TEA and census data collected by the U. S. Bureau of the Census. Major findings are listed below.

MAJOR FINDINGS

Magnitude of the Problem

1. The 1985-1986 attrition rate for Texas high schools was 33 percent.

2. One in five Texas young people (nearly half a million) age 16 to 24 were not enrolled in school and had not completed the twelfth grade in 1980.

3. Three out of ten Texas dropouts -- 152,000 young people--had completed fewer than nine years of schooling when they left school.

4. Approximately 85 percent of Texas dropouts were born in the United States; less than 15 percent were born in a foreign country.

5. Of the nearly half a million Texas dropouts age 16 to 24, somewhat more than half (52 percent) were male.

6. Among females, attrition rates ranged from a low of 26 percent for White females to 43 percent for Hispanic females.

7. Attrition rates differed markedly for the three major racial/ethnic groups in the State: 27 percent for Whites, 34 percent for Blacks and 45 percent for Hispanics.

8. Hispanic youth, age 16 to 19, were twice as likely, and youth, age 20 to 24, nearly three times as likely to have left school prior to the completion of the twelfth grade as their White counterparts.

9. Nearly half of Hispanic dropouts had completed less than ninth grade when they discontinued schooling compared to 18 percent of White and Black dropouts who discontinued schooling before the ninth grade.

10. Black male dropouts were less likely to be employed than either Hispanic or White male dropouts; two in five Black male dropouts, age 16 to 19, in contrast to one in five of Whites and 26 percent of Hispanics in that age group, were not in the labor force.

Dropout Accounting Procedures

11. Thirty-nine percent of Texas school districts have a system for identifying dropouts.

12. The majority of districts follow similar but not identical forms of the TEA dropout definition.

13. Sixty-two percent of districts do not use a dropout formula for calculating their dropout rate; among districts who have a formula, 9 percent use Average Daily Attendance while 24 percent use Average Daily Membership as the base figure.

14. Only 3.5 percent of districts have conducted some form of dropout research with only nine districts conducting formal research studies on dropouts.

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Statewide Tracking Survey

15. Sixteen percent of the students tracked who were presumed dropouts had not dropped out of school.

16. Twenty-eight percent of the students tracked were employed; of these, most worked at labor intensive, minimum wage jobs.

17. The majority of the students tracked left school because of poor grades, marriage/pregnancy, or financial problems.

Available Dropout Programs

18. Approximately 12 percent of Texas school districts reported having a dropout program; the number of programs reported by colleges, service delivery areas and other agencies was not commensurate with the magnitude of the problem.

19. Approximately 89 percent of dropout programs in Texas reported having no evaluation data.

Economic Impact

20. The dropout problem is costing the State $17.12 billion in (a) foregone income and lost tax revenues, and (b) increased costs in welfare, crime and incarceration, unemployment insurance and placement, and adult training and education (for each cohort of dropouts). Every dollar invested in educating potential dropouts is estimated to result in a return of nine dollars.

IMPLICATIONS OF THE RESEARCH

1. There is a need to develop and use a standardized dropout definition with explicit identification procedures.

Findings from the district dropout identification and procedures surveys, the dropout research reviews, and the student tracking surveys point to a need for a standardized, uniformly-applied dropout definition with necessary identification procedures. Only 39 percent of districts reported having a system for identifying dropouts. Among these districts, definitions were similar but not uniform. The lack of standard definitions effectively precludes aggregating individual district data across school systems and, in some cases, even prevents aggregating data across campuses within a particular school system.

Any definition and identification procedure at the State level must accommodate contextual variables at the district level and also be rigorous enough to result in reliable aggregation across districts. In addition, the definition must be sensitive to such issues as summer versus school-term withdrawals, non-attenders often carried on membership rolls, verifiable transfer procedures and completion of graduation requirements.

State efforts at standardizing dropout identification procedures were initiated in the TEA 1985 Annual Performance Report requirements. Dropout reporting requirements for 1986 focus on a districtwide base figure for grades 7-12. Student identification and tracking procedures are also being put in place with the Public Education Information Management System (PEIMS) being developed by TEA. Both of these efforts can serve as a springboard for further standardization.

2. There is a need to develop standard procedures for calculating the dropout rate.

As a corollary to the development of a standard dropout definition, calculation procedures must be standardized and clearly specified. IDRA research findings indicate that 62 percent of districts do not use a formula for calculating the dropout rate, despite current reporting requirements developed for local use.

Critical manipulable factors involved in the calculation of dropout rates include: (a) the time frame during which the number of students is counted, e.g, annual versus longitudinal, (b) the range of grade levels included in the dropout rate calculation i.e., the greater the grade span, the lower the dropout rate, and (c) the student accounting procedures used by the district, e.g. average daily attendance versus average daily membership.

While calculations of district dropout rates must remain useful at the local level, State level rates must be used to guide policy deliberations and monitor the effects of State and local intervention strategies.

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3. There is a need to develop a centralized and standardized system for collection of dropout data.

The extensive variability in district dropout definitions and calculations noted above makes comparability across districts difficult at best. Even with standardization, however, it will become important to develop and maintain a centralized means of aggregating and analyzing dropout data across districts. With a centralized data base, the overall effect of intervention strategies as well as the effect of these efforts on particular populations can be monitored.

4. There is a need to develop tracking mechanisms which will increase the reliability of dropout counts and will result in more appropriate program interventions.

Research findings clearly indicate that current communication between and within districts does not facilitate tracking of students who withdraw from a particular school. Approximately 16 percent of the presumed dropouts tracked across the State by telephone or mail reported having never dropped out of school but either transferred or were still enrolled. Within districts, procedures for tracking of students are varied and depend, in part, on district size and resources. Across districts, standard recordkeeping and transfer documentation and follow-up procedures for student withdrawals would greatly facilitate tracking of students as they move from one district to another.

The Migrant Student Record and Transfer System (MSRTS) is the only national longstanding system for tracking of students. The centralization of achievement and other data at a single location currently required by the MSRTS might be circumvented through the use of a computer bulletin board concept with subsequent transfer of records remaining at the district to district level. Whatever the configuration of a feasible tracking system, it is imperative that tracking mechanisms be identified which will enhance monitoring of progress in addressing the dropout problem.

5. There is a need for early dropout intervention efforts given the large numbers of students who leave before the ninth grade.

IDRA research evidence reveals that three out of ten Texas dropouts had completed fewer than nine years of schooling. Among Hispanic dropouts, almost half had discontinued schooling before completing the ninth grade. Reviews of existing dropout prevention programs in Texas revealed that few focus on pre- high school students. If dropout prevention efforts are to effectively impact at-risk populations, prevention efforts must begin at earlier levels. In doing so, strategies must be program-focused and avoid merely labeling and stigmatizing students at earlier grades.

6. There is a need for developing and replicating model dropout prevention and recovery programs for particular types of high risk groups.

Reviews of available literature and IDRA findings related to existing State programs indicated that information on "what works" is generally fragmented. While some exemplary or model programs are in operation across the country and in the State, there is little systematic and generalizable information which would permit program replication. It is, therefore, important to develop and replicate prototypic programs which have the components which are known to be successful: teaching of basic skills, survival skills training, work/study programs, individualized instruction, strengthened guidance and counseling, highly committed and caring teachers with high expectations for their students, and community/parent/business liaisons.

7. There is a need to expand the pool of available dropout prevention and recovery programs in order to service the large and diverse dropout population in the State.

Research on existing dropout programs in Texas revealed that the number currently in operation is inadequate when contrasted with the magnitude of the dropout problem in the State. There is a dearth of formal, structured programs specifically targeted at dropout or dropout-prone youth both within and outside the State's public school systems. In addition to developing and replicating model programs, successful models and strategies must be incorporated into a substantially larger number of diverse programs which will service diverse needs within the dropout population.

In order to serve the diverse migran:

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population, for example, a Graduation Enhancement Model is being developed by TEA and the Texas Migrant Interstate Program. According to data compiled by the Coordinator of the Program, migrant dropout rates are estimated to be in the 60 to 90 percent range. It is obvious, then, that more and varied programs are needed.

8. There is a need to develop systematic approaches to the evaluation of dropout prevention and recovery efforts.

The survey of dropout prevention and recovery programs indicated that 89 percent had no evaluation data . In the absence of such data, conclusions about program effectiveness are not possible. In developing guidelines and standards for evaluation, it is important to ensure that evaluation designs serve to identify programs that work for particular types of participants in particular types of situations. Strategies and results in a prevention program may differ from strategies and results in a recovery effort. Success in a prevention program for non-migrant students may differ from that for migrant students. The enormity of the dropout problem leads to the inevitable conclusion that all students do not leave school for the same or similar reasons or under the same or similar conditions. Neither the reasons nor the solutions can be the same. Evaluation designs must be able to generate information about what works, for what target group, and under what conditions.

9. There is a need to develop and link public and private sector initiatives which are proportionate to the massive number of dropouts in the State.

There are on-going substantive efforts directed at the dropout issue in the State of Texas. State agencies, including TEA and TDCA, have already begun initiatives designed to address the problem from both a prevention and recovery perspective. Private corporations, including Coca-Cola USA and Southwestern Bell, are sponsoring efforts designed to raise awareness of the issues and to develop program alternatives. Foundation support is also being directed at the dropout problem. The Ford Foundation, for example, has established a national dropout initiative which involves public and private sector collaboratives. Further development of communications networks and other linkages between private and public sector initiatives is central to effective dropout interventions. Coordination is also crucial to maximizing the return on the investment which must be made.

The linkages and networking which are necessary to producing results in the area of school dropouts will be facilitated by working within the concept of the educational pipeline. A focus on the student, as he or she progresses through the pipeline, i.e., kindergarten through public schooling and on to a college education, provides context and continuity. The Dallas County Community College District, for example, has established Adopt-A-School partnerships with area middle schools. College faculty are given release time in order to provide staff development and technical assistance to schools.

10. There is a need to make an investment in dropout prevention and recovery efforts which is commensurate with the magnitude of the problem and its economic impact in the State of Texas.

The number of dropouts for the graduating class of 1985-1986 was estimated to be 86,000. This represents a 33 percent attrition rate for a single group of high school students over a three year period. Over the course of their lifetime, projected losses in tax revenue averaged $58,930 per dropout. The estimated cost of keeping each of these students in school was $3,859 per averted dropout. In addition, the State would have realized a savings of $652 million in social expenditures related to crime, welfare, incarceration and unemployment costs. Every dollar invested in educating potential dropouts will result in a return of nine dollars. An investment in human capital yields substantial short and long term results.

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PART 3

PROGRAM RESPONSES TO THE DROPOUT PROBLEM

IDRA conducted a study to identify and evaluate in-school and out-of-school programs designed to address the dropout problem in the State of Texas. In order to identify existing programs, screening surveys were developed and sent to all Texas school districts, community colleges, universities, Service Delivery Areas (SDAs) and Community Based Organizations (CBOs), including Private Industry Councils (PICs) and Community Guidance Centers (CGCs). Follow-up surveys were then mailed to those who reported having a program. A total of 266 follow-up surveys were mailed out. Follow-up telephone calls were then made in order to increase survey response.

As indicated in Table 3.1, a total of 114 surveys were returned (43 percent). Of these, 56 percent reported having programs, resulting in a total of 99 programs surveyed. (Responses received after the cut-off date of October 3, 1986, are not included in this document.)

While the listing of programs included in this report is by no means exhaustive or comprehensive, the programs surveyed do reflect the efforts of school districts and organizations throughout the State of Texas in reducing/preventing the number of dropouts. A detachable postcard is provided in this publication. Readers are encouraged to use the postcard to contact IDRA regarding other programs in the State of Texas, as a way of updating and refining the listing of programs included in this publication.

TABLE 3.1

PROGRAM SURVEYS: SUMMARY OF RETURNS

Type of Organization	Surveys Mailed	Surveys Returned		Organizations Reporting Programs		Programs Reported
	#	#	%	#	%	#
School District	78*	32	28	23	36	25
Agency	34	9	8	9	14	11
College	120	50	44	14	22	22
Service Delivery Areas	34	23	20	18	28	41
Total	266	114	100	64	100	99

*Screening surveys were mailed by the Texas Education Agency to all school districts in the State. Of the 657 districts who responded (61%), 78 reported having a dropout program. A follow-up survey was then mailed to those 78 districts.

DESCRIPTIONS AND CHARACTERISTICS OF PROGRAMS

Program descriptions and characteristics, as reported by survey respondents, were reviewed and condensed in order to generate profiles of programs at the individual and aggregate level. Program descriptions were developed in terms of three major categories: administration, instruction, and outcomes. The administration category includes program goals, focus, eligibility criteria, and referral source. The instructional category describes program services and materials. The outcome category incorporates exiting criteria and evaluation. Table 3.2 summarizes program description findings by organization for all programs surveyed. Findings with respect to program description suggest that a majority of the reported programs have academic goals (91 percent), a focus on instruction (55 percent), counseling (46 percent), and program completion as a desired outcome (41 percent).

Program characteristics were summarized in two categories: organization and support. The organization category deals with the students served by the program and characteristics of the actual program, while the support category focuses on the programs' funding sources. Table 3.3 summarizes the characteristics of dropout programs for all programs surveyed. Findings suggest that a majority of young people served in dropout programs are age 15 to 19 (98 percent) and over 19 years old (73 percent). Forty-three percent of the programs serve students in high school while 51 percent serve out-of-school youth. The most common number of students served is more than 100 students (38 percent), with a student/teacher ratio of 11-15+ (36 percent). Most programs seem to continue as long as necessary to meet student needs (43 percent). Thirty-five percent of the programs have been in operation for less than one year. Finally, program funding seems to come primarily from federal sources (68 percent).

A comprehensive detailing of the designated description and characteristics categories for individual programs is provided in Tables 3.5a-3.8b of this report. Also, all program information has been summarized in the matrices appended to this section of the report. Matrix 3.1 and 3.4 are arranged alphabetically (within school district, agency, college or service delivery area) and provide a summary of the dropout-related programs in Texas, as reported in the survey. Together, these matrices summarize pertinent program information regarding program goals, services, students, etc. A directory of programs by county is also appended.

For purposes of this research study, directory information was extracted only from survey returns. No attempt has been made to include in the directory any program for which a survey form was not returned to IDRA. This was important for methodological consistency.

The programs reported in survey returns do not include all programs currently in operation in the State of Texas. They are, however, reflective of the types of programs that have been put in place in order to address the dropout problem. While efforts at compiling a comprehensive directory of programs are necessary, it is also the case that the enormous proportions of the dropout problem are not matched by the identified pool of programs.

COMPONENTS OF EFFECTIVE PROGRAMS

As originally designed, this study sought to identify and evaluate existing dropout programs in the State of Texas through a meta-analysis of existing evaluation data at the local level. The available evaluation data were not sufficient to permit any justifiable meta-analysis (see Table 3.11 appended to this report).

Many program personnel indicated on their survey returns that evaluation was being conducted and that evaluation data were being collected. However, when follow-up phone calls were made to request copies of evaluation reports, responses were generally evasive or inconclusive. Table 3.4 summarizes the types of responses obtained to requests for evaluation reports. As indicated, only 10 percent of responding programs actually sent any evaluation data, while the majority have yet to respond or have not actually collected any evaluation data (38 percent and 40 percent, respectively).

The lack of evaluative data for many programs may be partly due to the fact that 35 percent of the programs are new programs, i.e., less than one year old. Another reason for the scarcity of data may be that program personnel may lack information about the type of data which are needed to adequately evaluate a

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TABLE 3.2

EXECUTIVE SUMMARY OF PROGRAM DESCRIPTIONS

SCHOOL DISTRICTS	AGENCIES	COLLEGES	SERVICE DELIVERY AREAS	TOTAL	DROPOUT PROGRAM DESCRIPTION		
#	#	#	#	#			
23	11	21	35	90	ACADEMIC	GOALS	ADMINISTRATION
12	4	6	17	39	AFFECTIVE		
2	3	5	23	33	EMPLOYMENT		
22	11	21	NA	54	INSTRUCTIONAL	FOCUS	
21	5	20	NA	46	COUNSELING		
18	6	8	NA	32	EMPLOYMENT		
19	4	13	NA	36	OTHER		
21	8	11	22	62	ACADEMIC	ELIGIBILITY CRITERIA	
22	8	12	19	61	NON-ACADEMIC		
10	6	15	33	64	OTHER		
21	5	13	NA	39	TEACHERS	REFERRAL SOURCE	
22	6	16	NA	44	COUNSELORS		
17	6	11	NA	34	PARENTS		
19	11	19	NA	49	OTHER		
17	11	20	36	84	INSTRUCTIONAL	SERVICES	INSTRUCTION
19	5	9	15	48	COUNSELING		
7	3	6	25	41	EMPLOYMENT		
19	10	15	NA	45	GENERAL EDUCATION	MATERIALS	
14	6	10	NA	30	VOCATIONAL		
18	10	20	NA	48	REMEDIAL		
12	7	10	3	32	COMPUTER		
23	9	20	5	57	OTHER		
20	9	12	NA	41	PROGRAM COMPLETION	EXITING CRITERIA	OUTCOMES
5	2	1	NA	8	ALTERNATIVE PLACEMENT		
2	2	0	NA	4	EMPLOYMENT		
1	0	1	NA	2	SELF-WITHDRAWAL		
12	7	9	4	32	ACHIEVEMENT	EVALUATION DATA	
10	4	8	-	22	ATTITUDINAL		
8	3	3	6	20	OTHER		
19	10	16	1	46	PROGRAM STAFF (INTERNAL)	EVALUATORS	
7	2	6	-	15	RESEARCH & EVAL. STAFF (INTERNAL)		
8	5	8	4	25	EXTERNAL		

TABLE 3.3

EXECUTIVE SUMMARY OF PROGRAM CHARACTERISTICS

SCHOOL DISTRICTS	AGENCIES	COLLEGES	SERVICE DELIVERY AREAS	TOTAL	DROPOUT PROGRAM CHARACTERISTICS			
#	#	#	#	#				
6	1	1	0	8	8 - 11	AGE	STUDENTS SERVED	ORGANIZATION
15	2	3	9	29	12 - 14			
24	11	22	40	97	15 - 18			
12	7	19	34	72	19+			
3	0	1	0	4	PRE-SCHOOL/ELEMENTARY	TYPE		
15	2	2	0	19	MIDDLE SCHOOL			
22	7	8	6	43	HIGH SCHOOL			
9	11	11	19	50	OUT OF SCHOOL			
3	4	10	12	29	OTHER			
14	4	12	NA	30	BLACK	ETHNICITY		
17	4	11	NA	32	HISPANIC			
15	4	11	NA	30	WHITE			
5	3	4	NA	12	OTHER			
5	3	1	10	19	0 - 30	NUMBER		
2	1	2	4	9	31 - 60			
3	0	1	6	10	61 - 75			
1	0	1	6	8	76 - 100			
9	3	12	14	38	101+			
1	2	3	4	10	1	STUDENTS PER TEACHER		
2	2	0	4	8	2 - 5			
7	3	8	11	29	6 - 10			
10	0	9	17	36	11 - 15+			
2	1	1	3	7	VARIES			
1	5	8	NA	14	1 SEMESTER OR LESS	LENGTH	PROGRAM	
1	0	0	NA	1	1 YEAR			
22	6	14	1	43	AS LONG AS NECESSARY			
20	5	15	10	50	REGULAR SCHOOL FACILITY	LOCATION		
3	4	7	0	14	SEPARATE SCHOOL FACILITY			
2	7	7	29	45	NON-SCHOOL FACILITY			
4	4	5	22	35	< 1	YEARS IN OPERATION		
11	5	7	12	35	1 - 5			
5	0	4	5	14	6 - 10			
4	2	5	2	13	> 10			
5	2	1	8	16	PRIVATE		FUNDING SOURCES	SUPPORT
11	3	7	1	22	LOCAL			
14	7	8	3	32	STATE			
10	5	16	36	67	FEDERAL			

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TABLE 3.4

SUMMARY OF RESPONSES TO REQUESTS FOR EVALUATION REPORTS

Responses	Program Type				Total	
	School District	Agency	College	Service Delivery Area	#	%
Data Sent	4	1	1	4	10	10.0
No Data Collected	7	4	6	20	37	38.0
No "Formal" Data Collected	2	---	---	---	2	2.0
Data not for Dissemination	1	---	---	---	1	1.0
Not sure if data are available	2	---	---	---	2	2.0
Data available in the future	0	4	3	---	7	7.0
Awaiting Response	9	2	12	17	40	40.0
Total	25	11	22	41	99	100.0

program. It may also be that the purposes and uses of evaluation data may not be readily apparent to program personnel.

Thus, the question remains: What constitutes an effective or even an adequate dropout program? Reviews of the literature (Ladogana, 1986; Alegria, 1986) and the results of this study indicate that "what works" is generally not known. While some exemplary or model programs are in operation across the country, there is little systematic generalizable information which would permit program replication (U.S. General Accounting Office, 1986).

Despite the lack of a coherent body of information on how to prevent youth from dropping out of school or how to encourage their return, the literature does identify program strategies which have been consistently identified as effective. Effective strategies include: teaching basic skills; survival skills training; work/study programs; individualized instruction; strengthened guidance and counseling; highly committed, caring teachers with high expectations for their students; and community/parent/business liaisons.

Dropout programs are seldom one-dimensional operations. Instead, many multi-faceted program components which incorporate successful strategies have been found to meet the needs and requirements of students experiencing difficulties in the typical school environment. Survival skills training (e.g., study skills, social and interpersonal skills) has been identified as being an important component of dropout programs. A program described by Ross (1983) reported significant results when thirty high-risk Aurora, Colorado junior high school students and their teachers participated in a one-day workshop on study skills, assertiveness, time management and management of anger, and coping with stressful situations. Results included a one-point increase in GPA; average truancy of 17 hours (compared to the control group's 96.5 hours); and one dropout (versus 7 dropouts in the control group). This program was of particular interest for several reasons. First, the same intervention had been attempted at a high school, prior to the attempt at the junior high. The intervention had been a complete failure at the high school level. Perhaps intervening at the high school level is too late. Additionally, the junior high school students were not told they were involved in the study because they were "high-risk" students. This may have reduced the students' resistance to the intervention.

Counseling and parent involvement are two other important components. A three-year intervention in Ossining, New York was reported

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by Maurer (1982). Targeted students were identified as disruptive with high suspension, failure or, truancy rates. During the first year, 30 students participated. These students were provided with alternative academic programs and their teachers and staff were given training in classroom management, discipline, and instructional techniques. The second and third years of the program, 95 students were targeted, and two other strategies were implemented, in addition to the teacher/staff training and the alternative academic programming. These consisted of: (a) training students in social and interpersonal skills via group counseling, and (b) family counseling and training for parents of students whose behavior did not improve. After the three-year period, the following results were reported for students in the treatment group: (a) the dropout rate for students in the program decreased to three percent while the control group had a dropout rate of 32 percent; (b) the absence rate decreased by 16 percent while students in the control group had an increase of 42 percent; (c) the failure rate decreased by 52 percent while students in the control group had an increase of 16 percent; and (d) the suspension rate for the entire school dropped by 71 percent from the year prior to the start of the program.

Two other important dropout program components are high expectation of students and small group instruction. In 1984, the Valued Youth Partnership (VYP) Program began operation in the Edgewood and San Antonio school districts in San Antonio, Texas (Center for the Prevention and Recovery of Dropouts, 1986). The VYP program involves three concurrent strategies : (a) high-risk junior high or high school youth tutoring elementary school youth, (b) small group structured learning experiences, and (c) tutor involvement with minority adult male and female success role models. Evaluation data indicated a notable decline in the rate of absenteeism; lower referral rates for disciplinary action; a trend toward improved self-concept; and a six percent drop-out rate (compared to 32 to 36 percent for the school districts overall). Students participating in the VYP Program for a second year also demonstrated improved grades in English and mathematics as well as an increase in the overall grade point average.

Several reports have also indicated that the reintroduction of basic academic skills has been found to be an essential aspect of dropout programs (Berlin, Sum and Taggart, n.d.; Education, U.S.A., 1986; Job Training Partnership Act and Dropout Youth, 1984). Work/study has also been identified as being an effective program component. (Center for the Prevention and Recovery of Dropouts, 1986). It provides students with extra money and some practical experience (Ladogana, 1986). However, a limit to the number of hours must be considered. Research indicates that when students work 15 to 21 hours per week, the dropout rate increases by 50 percent; 22 hours or more increases the risk of dropping out by 100 percent (Barro, 1984).

Tugend (1986) also notes two programs which addressed the dropout problem using a combination of basic skills development and work/study. In the summer of 1986, Louisiana launched a pilot eight-week residential dropout program. Students were coached in basic skills and computer skills, and worked three to four hours a day at assigned jobs. Similarly, the Summer Training and Education Program (STEP) was designed to improve the academic performace of disadvantaged youths and increase their chances of high school graduation by providing them with a combination of remedial education, life skills and work experience. Another program, the Comprehensive Competencies Program (CCP) provides work and training linkages through flexible scheduling and a focus on competency-based multi-media basic skills instruction. Evaluation data indicate that the CCP Learning Centers are a cost-effective way of addressing basic skills in high risk populations (Berlin, Sum and Taggart, n.d.). Fourteen CCP Learning Centers are currently in operation in Texas.

Community and business involvement have also been identified as important components of dropout programs. Several years ago, Eugene Lange, a New York City businessman, guaranteed a group of inner-city sixth graders that he would pay their college tuition if they would complete their high school requirements and qualify for college admission (Tugend, 1986). In September 1986, a similar program was initiated by several major corporations in Boston. A five million dollar fund was established to provide tuition aid for any high school graduate who qualified for college admission in the city. The program also guaranteed the student a job after graduation from college (Rothman, 1986).

The Communities in Schools (CIS)

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program, begun in Houston, Texas in 1979, also capitalizes on community/business coalitions. CIS staff work as advocates for students, providing enrichment activities, support academic activities, counseling and summer employment. CIS also works with social service agencies, parents and school personnel to reach students who need help most. Based on the success of the program, CIS was expanded and now includes programs in other Texas cities including Austin, Dallas, El Paso, and San Antonio. Plans to start programs in Corpus Christi, Galveston and other locations are now in progress. All CIS programs are currently being evaluated by the Institute in Management Information Systems Application through funding provided by the Texas Department of Community Affairs (TDCA).

A final ingredient of successful dropout programs, identified in literature as important, is the program teacher (Education U.S.A., 1986). Teachers must be committed and dedicated to program plans and goals, be interested in each student, and have high expectations of students. Many studies mirror a similar view and contend further that in order to function properly, prevention program teachers must be able to individualize instruction and counsel students (Hamilton, 1986). Additional studies have advocated the use of teacher/student "buddy systems" (O'Connor, 1985). Class ratios of not more than fifteen students to one teacher are reported to be the ideal (The Council for Children, 1984).

Some authors have argued that strong vocational education is an essential part of an effective dropout prevention program (Hamilton, 1986; Institute for Educational Leadership Inc., 1986b; Southern Growth Policies Board, 1985; Stern et al, 1985). However, Barro (1984) reported that more students drop out from vocational programs than from academic programs. His findings support previous findings. In 1983, the National Center for Education Statistics (NCES) reported that dropout rates were likely to be higher for students enrolled in non-academic programs. Of the half million dropouts surveyed, four percent were enrolled in academic programs, compared to 13 percent in general programs and 15 percent in vocational-technical programs. Similarly, the Office of Research and Evaluation of the Austin Independent School District (1983) studied the relationship between course enrollment and dropping out for high-risk ninth grade students. Tentative findings seemed to suggest that enrollment in vocational training classes may be predictive of dropping out. Perhaps more students drop out when provided with training because it enables them to find a job more easily. More research is needed to study the effect of vocational training on high risk students. Conclusions at this point must remain tentative.

To summarize, several components have been identified which might be included in a prototype of a successful dropout program (see Figure 3.1). These components are: high expectations for students, caring and committed teachers who can counsel students, individualization or small group instruction, basic skills instruction and survival skills training, work/study, and community/business/parent involvement.

Additionally, an evaluation plan should be an integral part of any dropout program. The evaluation plan should address three primary questions: (a) to what extent is the program being implemented as proposed? (b) is the program working and, if not, what modifications should be made?, and (c) what is the impact of program activities on participants? The first two questions involve careful documentation of the program and periodic formative feedback for refining the program. The third question is summative in nature and includes the collection of impact data, e.g., self-concept measures, achievement data, information on the frequency and nature of disciplinary action referrals, attendance data, employment and follow-up data, and parents' and instructors perceptions of program effects. A pre-post participation design that includes a randomly-selected or matched comparison group is recommended. For a school-based program, for example, types of data would include:

1. Student demographic data: age, sex, ethnicity, grade level, date of birth, free lunch eligibility (or other measure of socioeconomic status)

2. Attendance data: number of days absent per six weeks or nine week period for the entire school year

3. Achievement: course grades including mathematics, reading and English for each six or nine week grading period; pre and post standardized achievement percentiles; minimum competency test scores in terms of number/percent of skills mastered.

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FIGURE 3.1

PROTOTYPE OF A DROPOUT PROGRAM

- WORK STUDY -
- SURVIVAL SKILLS -
- INDIVIDUALIZATION -
- COUNSELING & CARING -
- HIGH EXPECTATIONS -
- COMMUNITY / PARENT / BUSINESS INVOLVEMENT -
- BASIC SKILLS -
- COMMITMENT -

Graphic : Picture Sourcebook for Collage and Decoupage - ed. by Edmund V. Gillon, Jr.- Dover Pub.

4. Self Concept Measure: Pre-post self-concept or attitudinal measure to gauge program effects.

5. Additional information which may be pertinent to the purposes and characteristics of a given program.

SUMMARY

The IDRA study of Texas dropout programs which is summarized in this report indicates a need to identify, develop, evaluate and replicate programs which successfully address the enormity of the dropout problem in the State. Program staff in both school-based and alternative programs expressed a need for centralized and accessible information on effective dropout programs in the State and in other parts of the country.

Additionally, many of the program persons contacted seemed confused, embarassed or even defensive when requests for evaluation data or reports were made. As indicated previously, there is a great deal of variety in the types of evaluation data being collected. It may be that the obtained responses to requests for evaluation data are indicative of confusion on the part of program personnel as to what constitute adequate evaluation data. If so, guidelines and standards for evaluation would facilitate and guide a very necessary step in developing programs that work.

In developing guidelines and standards for evaluation, it is important to ensure that evaluation designs serve to identify programs that work for particular types of participants in particular types of situations. Strategies and results in a prevention program may differ from strategies and results in a recovery effort. Success in a prevention program for non-migrant students may differ from that for migrant students. The enormity of the dropout problem leads to the inevitable conclusion that all students do not leave school for the same or similar reasons or under the same or similar conditions. Neither the reasons nor the solutions can be the same. Evaluation designs must be able to generate information about what works, for what target group, under what conditions.

Finally, the process of collecting data for this study highlighted the need for identification of persons within institutions who are charged with coordinating efforts in the area of dropouts. Within particular institutions, it was difficult to identify current dropout-related activities without turning to several persons who, in many cases, knew little of other efforts in the same area within the same institution. The networking within and across institutions which is necessary in order to effectively address the problem of dropouts in the State of Texas can be forwarded substantially by addressing this problem.

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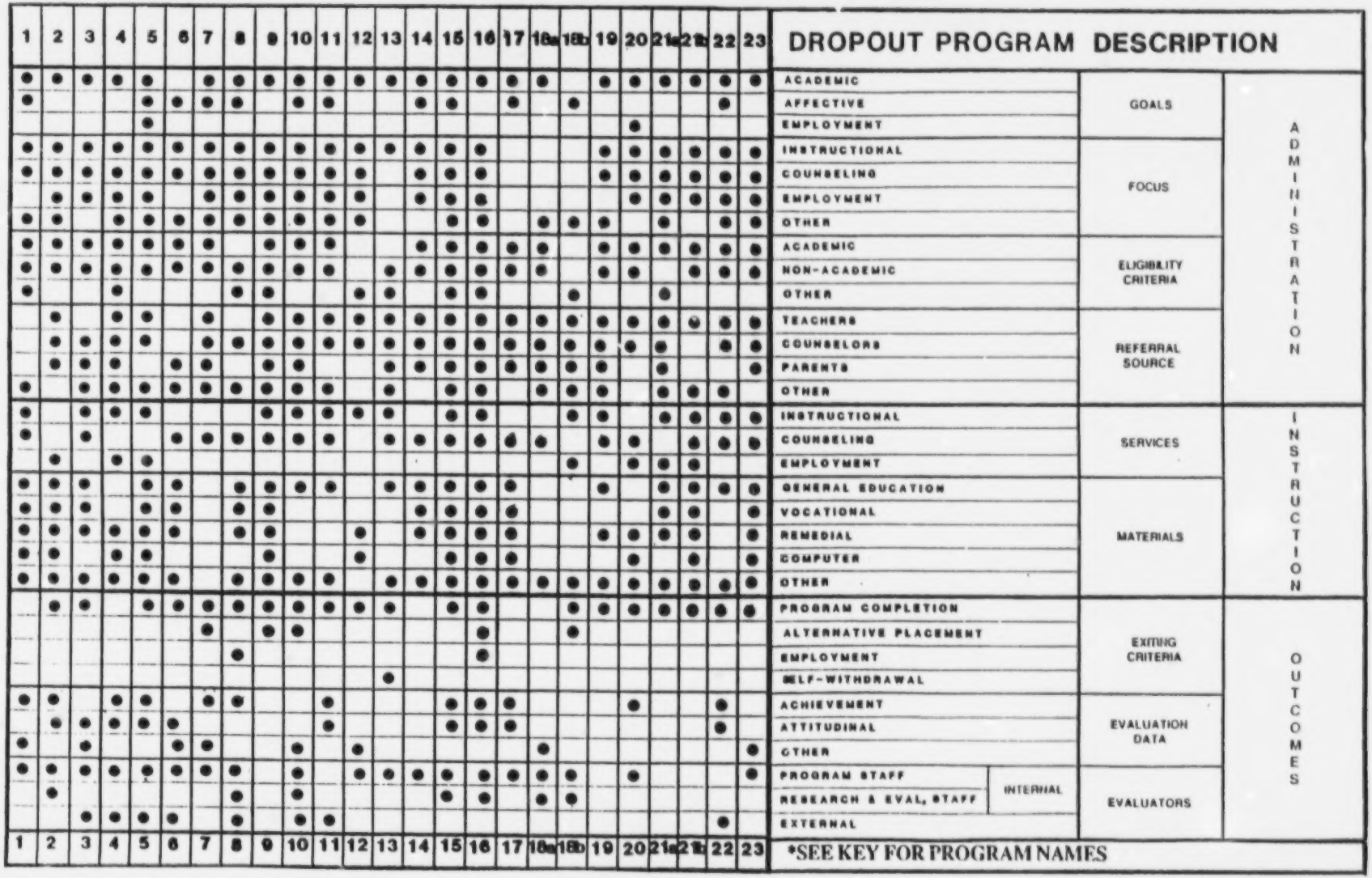
APPENDIX

MATRIX 3.1A

SUMMARY OF SCHOOL DISTRICT PROGRAM DESCRIPTIONS*



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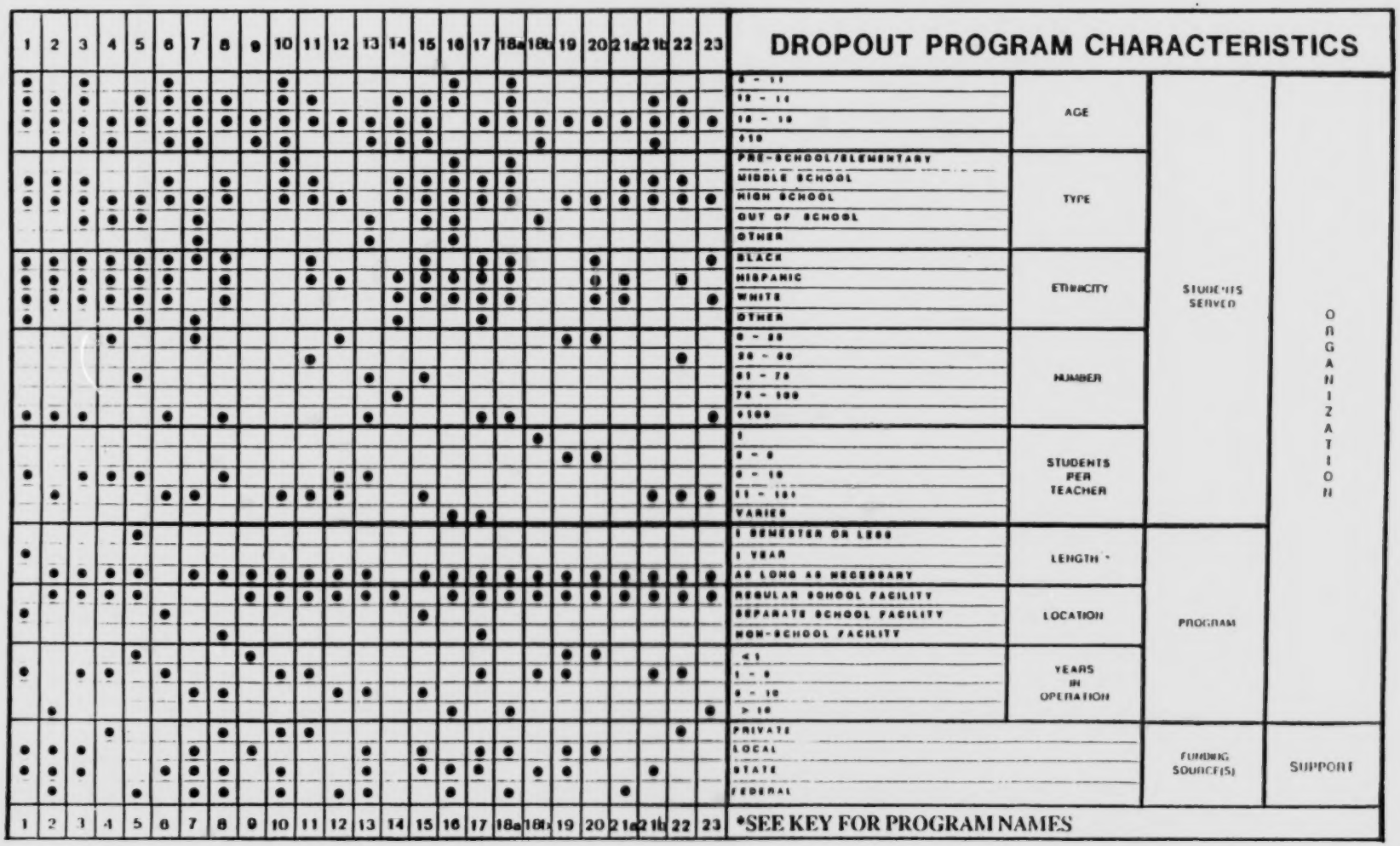
MATRIX 3.1B

SUMMARY OF SCHOOL DISTRICT PROGRAM CHARACTERISTICS*



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KEY TO MATRICES 3.1A AND 3.1B: SCHOOL DISTRICTS

SCHOOL DISTRICTS	PROGRAM NAME	COUNTY
1. Alief ISD	Individualized Study Center	Harris
2. Birdville ISD	Coordinated Voc.-Academic Ed (CVAE)	Tarrant
3. Brazosport ISD	Brazosport Alternative School	Brazoria
4. Bremond ISD	None Given	Robertson
5. Brenham ISD	Project CAT (Comp. Asst. Instruc.)	Washington
6. Brownwood ISD	Guidance Center	Brown
7. Canutillo ISD	Dropout Counseling	El Paso
8. Clear Creek ISD	Houston Marine Institute	Galveston
9. Corpus Christi ISD	Operation Intervention	Nueces
10. Dallas ISD	Communities in Schools	Dallas
11. Edgewood ISD	Valued Youth Partnership Program	Bexar
12. Georgetown ISD	REACH	Williamson
13. Leander ISD	Community Education	Williamson
14. Mullin ISD	None Given	Mills
15. Port Arthur ISD	Project S.A.V.E.	Jefferson
16. Rio Hondo ISD	Rio Hondo Stay-In School Program	Cameron
17. River Road ISD	None Given	Potter
18. San Antonio ISD	a. Visiting Teacher b. Goalmaker	Bexar
19. Schertz-Cibolo-Universal City ISD	Dropout Prevention Counseling	Guadalupe
20. Snook ISD	Dropout Prevention	Burleson
21. Socorro ISD	a. New Outlook b. MAP (Midway Academic Prog.)	El Paso
22. South San Antonio ISD	Valued Youth Partnership Program	Bexar
23. White Oak ISD	None Given	Gregg

MATRIX 3.2A

SUMMARY OF AGENCY PROGRAM DESCRIPTIONS*

1	2	3a	3b	3c	4	5	6	7	8	9	DROPOUT PROGRAM DESCRIPTION		
●	●	●	●	●	●	●	●	●	●	●	ACADEMIC	GOALS	ADMINISTRATION
			●	●			●			●	AFFECTIVE		
		●	●	●							EMPLOYMENT		
●	●	●	●	●	●	●	●	●	●	●	INSTRUCTIONAL	FOCUS	
●	●			●			●			●	COUNSELING		
●	●	●	●	●						●	EMPLOYMENT		
●	●		●							●	OTHER		
●	●	●	●		●	●	●			●	ACADEMIC	ELIGIBILITY CRITERIA	
●	●	●	●	●		●	●		●		NON-ACADEMIC		
		●	●		●	●		●		●	OTHER		
●	●					●			●	●	TEACHERS	REFERRAL SOURCE	
●	●					●		●	●	●	COUNSELORS		
●	●				●	●		●		●	PARENTS		
●	●	●	●	●	●	●	●	●	●	●	OTHER		
●	●	●	●	●	●	●	●	●	●	●	INSTRUCTIONAL	SERVICES	INSTRUCTION
	●	●	●	●			●				COUNSELING		
		●	●	●							EMPLOYMENT		
●	●	●	●	●		●	●	●	●	●	GENERAL EDUCATION	MATERIALS	
	●	●	●			●			●	●	VOCATIONAL		
●	●	●	●		●	●	●	●	●	●	REMEDIAL		
	●	●	●			●	●	●		●	COMPUTER		
●	●			●	●	●	●	●	●	●	OTHER		
●	●	●	●	●	●	●	●			●	PROGRAM COMPLETION	EXITING CRITERIA	OUTCOMES
	●	●									ALTERNATIVE PLACEMENT		
		●	●								EMPLOYMENT		
											SELF-WITHDRAWAL		
●	●	●	●	●			●			●	ACHIEVEMENT	EVALUATION DATA	
●		●	●	●							ATTITUDINAL		
							●	●	●		OTHER		
●	●	●	●	●		●	●	●	●	●	PROGRAM STAFF — INTERNAL	EVALUATORS	
						●	●				RESEARCH & EVAL. STAFF — INTERNAL		
		●	●	●		●				●	EXTERNAL		
1	2	3a	3b	3c	4	5	6	7	8	9	*SEE KEY FOR PROGRAM NAMES		

MATRIX 3.2B

SUMMARY OF AGENCY PROGRAM CHARACTERISTICS*

1	2	3a	3b	3c	4	5	6	7	8	9	DROPOUT PROGRAM CHARACTERISTICS			
							●				5 - 11	AGE	STUDENTS SERVED	ORGANIZATION
	●						●				12 - 14			
●	●	●	●	●	●	●	●	●	●	●	15 - 18			
●		●			●	●		●	●	●	+18			
											PRE-SCHOOL/ELEMENTARY	TYPE		
						●	●				MIDDLE SCHOOL			
●	●	●	●	●		●	●				HIGH SCHOOL			
●	●	●	●	●	●	●	●	●	●	●	OUT OF SCHOOL			
●						●		●	●		OTHER			
						●	●		●	●	BLACK	ETHNICITY		
						●	●		●	●	HISPANIC			
						●	●		●	●	WHITE			
						●	●			●	OTHER			
		●	●	●							0 - 25	NUMBER		
									●		26 - 50			
											51 - 75			
											76 - 100			
						●	●			●	+100			
●					●						1	STUDENTS PER TEACHER		
	●							●			2 - 5			
							●		●	●	6 - 10			
											11 - 15+			
						●					VARIES			
		●	●	●			●		●		1 SEMESTER OR LESS	LENGTH	PROGRAM	
											1 YEAR			
●	●				●	●		●		●	AS LONG AS NECESSARY			
	●		●		●	●				●	REGULAR SCHOOL FACILITY	LOCATION		
					●	●	●			●	SEPARATE SCHOOL FACILITY			
●		●			●	●		●	●	●	NON-SCHOOL FACILITY			
●		●	●	●							< 1	YEARS IN OPERATION		
	●				●		●	●	●		1 - 5			
											6 - 10			
						●				●	> 10			
●						●					PRIVATE	FUNDING SOURCE(S)		
					●		●	●			LOCAL			
	●	●	●	●		●	●			●	STATE			SUPPORT
						●	●	●	●	●	FEDERAL			
1	2	3a	3b	3c	4	5	6	7	8	9	*SEE KEY FOR PROGRAM NAMES			

KEY TO MATRICES 3.2A AND 3.2B: AGENCIES

AGENCY	PROGRAM NAME	COUNTY
1. Adult Continuing Education	None Given	Burnet
2. Crockett State School	Survival Skills	Houston
3. Deep East Texas Council of Governments	a. Lufkin Adult learning Center (ALC): Project Reserve	Angelina
	b. Nacogdoches ALC: Project Redirection	Nacogdoches
	c. Jasper ALC: Project TEEM (Train, Encourage, Educate Motivate)	Jasper
4. Literacy Council of Williamson Co.	None Given	Williamson
5. Lubbock Adult Education	Lubbock Evening H.S., GED Prep., Adult Basic Ed.	Lubbock/ Garza
6. Region XIX Ed. Service Center	West Texas School Community Guidance Center	El Paso
7. San Marcos Public Library	People-to-People Adult Ed. Program	Hays
8. Opportunities Industrialization Center	Pre-Employment, GED	Jefferson
9. Ten County Adult Ed. Co-op	None Given	Williamson

MATRIX 3.3A

SUMMARY OF COLLEGE PROGRAM DESCRIPTIONS*

1	2	3	4	5	6	7	8	9a	9b	9c	10	11a	11b	11c	11d	11e	11f	11g	12	13	14	DROPOUT PROGRAM DESCRIPTION		
	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	ACADEMIC	GOALS	ADMINISTRATION
									●	●				●	●		●	●				AFFECTIVE		
●			●		●									●		●						EMPLOYMENT		
●	●	●	●	●	●	●	●	●	●		●	●	●	●		●	●	●	●	●	●	INSTRUCTIONAL	FOCUS	
●	●		●	●	●	●	●	●	●	●	●		●	●	●	●	●	●		●	●	COUNSELING		
●			●			●		●			●			●							●	EMPLOYMENT		
●			●	●	●		●	●	●		●			●	●	●					●	OTHER		
●	●		●		●	●	●		●	●		●		●							●	ACADEMIC	ELIGIBILITY CRITERIA	
●	●	●				●		●	●	●	●			●	●	●					●	NON-ACADEMIC		
●	●			●	●	●	●	●	●	●	●		●					●	●	●	●	OTHER		
		●	●	●	●		●		●	●	●		●		●			●	●	●		TEACHERS	REFERRAL SOURCE	
●		●		●	●		●	●	●	●	●	●	●	●	●			●		●	●	COUNSELORS		
		●		●	●		●		●		●		●		●			●	●	●		PARENTS		
●	●		●	●	●	●	●	●		●	●	●	●	●	●	●		●	●	●	●	OTHER		
●	●	●	●	●	●	●	●	●	●		●	●	●	●		●	●	●	●	●	●	INSTRUCTIONAL	SERVICES	INSTRUCTION
●	●		●					●	●	●	●				●			●				COUNSELING		
●			●			●		●			●										●	EMPLOYMENT		
●		●		●	●	●	●	●	●		●		●	●		●	●		●	●		GENERAL EDUCATION	MATERIALS	
		●	●		●			●	●		●			●		●				●	●	VOCATIONAL		
●	●	●	●	●	●	●	●	●	●		●	●	●	●		●	●	●		●	●	REMEDIAL		
			●			●	●	●	●				●	●		●		●			●	COMPUTER		
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●		●	●	OTHER		
●	●	●	●	●	●	●	●	●	●		●					●				●		PROGRAM COMPLETION	EXITING CRITERIA	OUTCOMES
										●												ALTERNATIVE PLACEMENT		
																						EMPLOYMENT		
			●																			SELF-WITHDRAWAL		
	●	●		●	●	●	●	●	●		●											ACHIEVEMENT	EVALUATION DATA	
					●	●		●	●		●	●	●	●								ATTITUDINAL		
●							●			●												OTHER		
●	●	●		●	●	●	●	●	●	●	●	●	●	●	●						●	PROGRAM STAFF	INTERNAL	EVALUATORS
		●			●			●	●		●										●	RESEARCH & EVAL. STAFF		
●		●			●	●		●	●		●										●	EXTERNAL		
1	2	3	4	5	6	7	8	9a	9b	9c	10	11a	11b	11c	11d	11e	11f	11g	12	13	14	*SEE KEY FOR PROGRAM NAMES		

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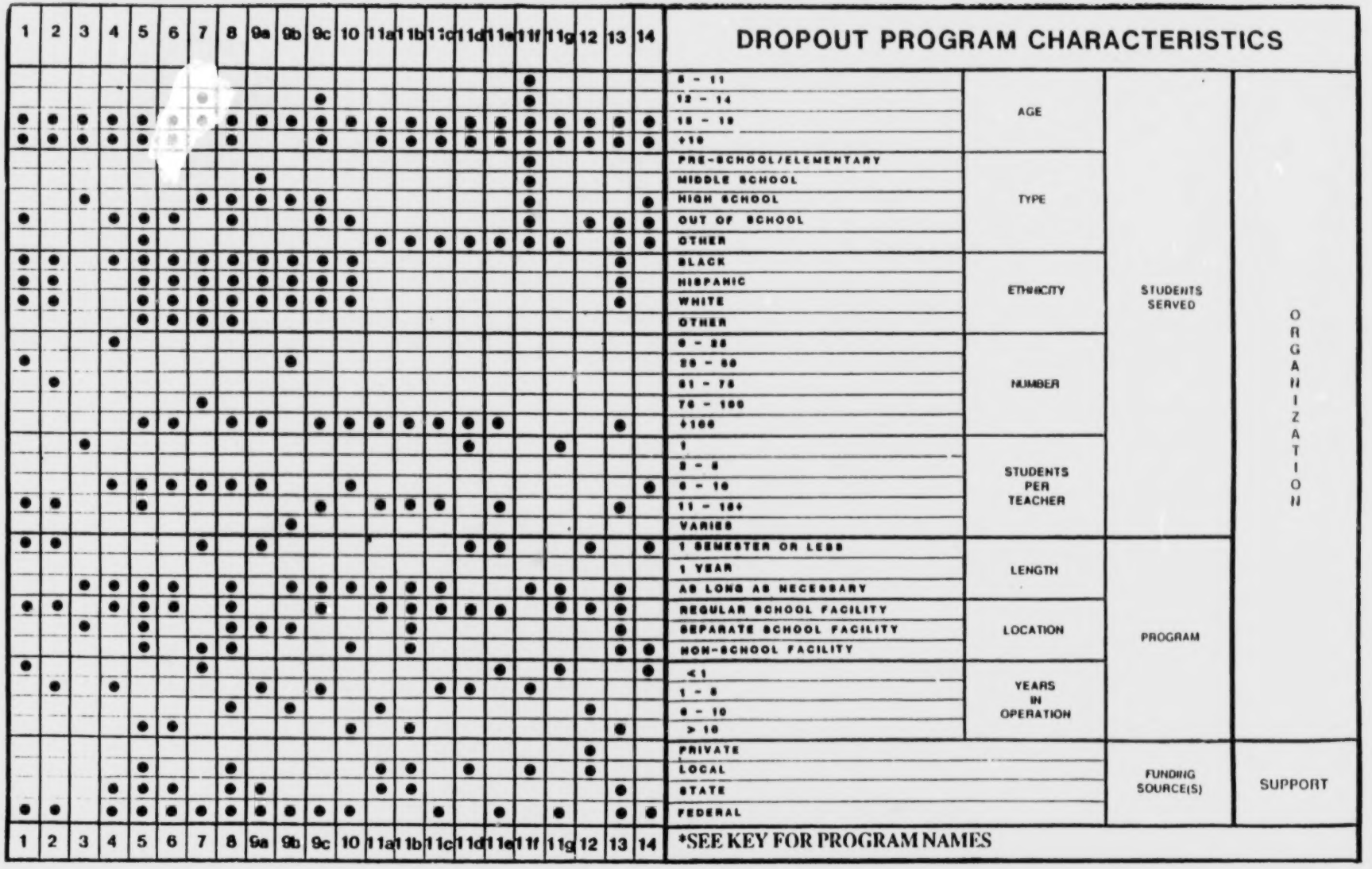
MATRIX 3.3B

SUMMARY OF COLLEGE PROGRAM CHARACTERISTICS*



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KEY TO MATRICES 3.3A AND 3.3B: COLLEGES

COLLEGE	PROGRAM NAME	COUNTY
1. Alvin Community College	J.T.P.A. (Job Training Partnership Act) Youth Project	Brazoria
2. Amarillo College	J.T.P.A. Basic Ed. for Youth, Pre-Voc. Training for Adults	Potter
3. Austin Community College	Compentency Based H.S. Diploma Program	Travis
4. Bee County College	B.C.C. Adult Outreach Program	Bee
5. College of the Mainland	Adult Basic Ed. Co-op	Galveston
6. Howard County Jr. College	Adult and Continuing Ed.	Howard
7. Lamar University	Youth Opportunity Unlimited	Jefferson
8. Midland College	Adult Basic Ed.-General Ed. Development Program	Midland
9. North Texas State University	a. Youth Opportunities Unlimited b. Upward Bound c. Project Explore Talent Search	Denton
10. Pan American University	High School Equivalency Program	Hidalgo
11. San Antonio College	a. Conversational English b. Adult Basic Ed. (ABE)/GED c. Project ADVANCE d. Basic Skills Referral e. J.T.P.A. Learning Center f. G.E.D. on T.V. g. Learning to Learn	Bexar
12. San Jacinto College	GED Prep. Courses	Harris
13. Southwest Texas Jr. College	Adult Basic Ed.	Uvalde
14. Tarrant County Jr. College	Computers on Wheels	Tarrant

MATRIX 3.4A-1

SUMMARY OF SERVICE DELIVERY AREA PROGRAM DESCRIPTIONS*

1a	1b	1c	1d	2a	2b	3a	3b	4a	4b	4c	4d	4e	4f	4g	5	6a	6b	7a	7b	DROPOUT PROGRAM DESCRIPTION		
	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●	●	●	ACADEMIC	GOALS	ADMINISTRATION
							●	●	●	●		●				●	●		●	AFFECTIVE		
●	●	●	●	●	●	●	●						●	●		●	●		●	EMPLOYMENT		
																				INSTRUCTIONAL	FOCUS	
																				COUNSELING		
																				EMPLOYMENT		
																				OTHER		
●	●	●				●						●	●						●	ACADEMIC	ELIGIBILITY CRITERIA	
	●		●	●		●	●						●			●	●		●	NON-ACADEMIC		
●	●	●	●	●		●	●	●	●		●	●	●	●	●	●	●	●	●	OTHER		
																				TEACHERS	REFERRAL SOURCE	
																				COUNSELORS		
																				PARENTS		
																				OTHER		
	●	●	●	●	●	●	●	●	●			●	●	●	●	●	●	●	●	INSTRUCTIONAL	SERVICES	INSTRUCTION
●	●		●	●	●										●					COUNSELING		
●			●	●	●	●	●		●		●		●	●		●	●	●		EMPLOYMENT		
																				GENERAL EDUCATION	MATERIALS	
																				VOCATIONAL		
																				REMEDIAL		
															●			●		COMPUTER		
					●															OTHER		
																				PROGRAM COMPLETION	EXITING CRITERIA	OUTCOMES
																				ALTERNATIVE PLACEMENT		
																				EMPLOYMENT		
																				SELF-WITHDRAWAL		
								●	●			●								ACHIEVEMENT	EVALUATION DATA	
																				ATTITUDINAL		
●		●							●			●						●		OTHER		
	●																			PROGRAM STAFF (INTERNAL)	EVALUATORS	
																				RESEARCH & EVAL. STAFF (INTERNAL)		
●	●				●															EXTERNAL		
1a	1b	1c	1d	2a	2b	3a	3b	4a	4b	4c	4d	4e	4f	4g	5	6a	6b	7a	7b	*SEE KEY FOR PROGRAM NAMES		

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MATRIX 3.4A-2

SUMMARY OF SERVICE DELIVERY AREA PROGRAM DESCRIPTIONS, CONTINUED*

8	9a	9b	9c	9d	9e	10a	10b	11	12	13a	13b	13c	14a	14b	15	16	17a	17b	17c	18	DROPOUT PROGRAM DESCRIPTION		
●	●	●		●	●	●		●	●	●	●	●	●	●	●	●	●	●	●		ACADEMIC	GOALS	ADMINISTRATION
	●		●	●	●			●	●						●	●	●	●			AFFECTIVE		
●	●	●	●			●	●				●		●			●				●	EMPLOYMENT		
																					INSTRUCTIONAL	FOCUS	
																					COUNSELING		
																					EMPLOYMENT		
																					OTHER		
●	●	●	●				●		●		●	●	●	●	●	●	●	●	●		ACADEMIC	ELIGIBILITY CRITERIA	
●		●		●					●				●			●	●	●	●	●	NON-ACADEMIC		
●	●	●	●	●	●	●	●	●	●	●	●				●	●				●	OTHER		
																					TEACHERS	REFERRAL SOURCE	
																					COUNSELORS		
																					PARENTS		
																					OTHER		
●	●	●	●	●	●	●		●	●	●		●	●	●	●	●	●	●	●	●	INSTRUCTIONAL	SERVICES	INSTRUCTION
	●		●	●	●					●	●				●		●		●		COUNSELING		
●	●	●	●	●	●		●		●	●			●				●		●		EMPLOYMENT		
																					GENERAL EDUCATION	MATERIALS	
																					VOCATIONAL		
																					REMEDIAL		
		●																			COMPUTER		
								●		●				●						●	OTHER		
																					PROGRAM COMPLETION	EXITING CRITERIA	OUTCOMES
																					ALTERNATIVE PLACEMENT		
																					EMPLOYMENT		
																					SELF-WITHDRAWAL		
																				●	ACHIEVEMENT	EVALUATION DATA	
																					ATTITUDINAL		
																				●	OTHER		
																					PROGRAM STAFF (INTERNAL)	EVALUATORS	
	●																				RESEARCH & EVAL. STAFF (INTERNAL)		
																					EXTERNAL		
8	9a	9b	9c	9d	9e	10a	10b	11	12	13a	13b	13c	14a	14b	15	16	17a	17b	17c	18	*SEE KEY FOR PROGRAM NAMES		

MATRIX 3.4B-1

SUMMARY OF SERVICE DELIVERY AREA PROGRAM CHARACTERISTICS*

1a	1b	1c	1d	2a	2b	3a	3b	4a	4b	4c	4d	4e	4f	4g	5	6a	6b	7a	7b	DROPOUT PROGRAM CHARACTERISTICS			
																				6 - 11	AGE	STUDENTS SERVED	ORGANIZATION
●	●			●							●									12 - 14			
●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	15 - 19			
●		●	●	●	●	●	●	●	●		●	●	●	●	●			●	●	20+			
																				PRE-SCHOOL/ELEMENTARY	TYPE		
																				MIDDLE SCHOOL			
●	●							●					●							HIGH SCHOOL			
●	●		●	●	●	●	●			●	●									OUT OF SCHOOL			
		●	●				●		●		●							●		OTHER			
																				BLACK	ETHNICITY		
																				HISPANIC			
																				WHITE			
																				OTHER			
							●								●	●	●		●	0 - 25	NUMBER		
									●									●		26 - 50			
	●		●			●		●												51 - 75			
												●	●	●						76 - 100			
●		●		●	●						●									100+			
				●				●					●	●						1	STUDENTS PER TEACHER		
				●														●		2 - 5			
	●		●		●										●	●			●	6 - 10			
●		●				●	●		●			●					●			11 - 15+			
																				VARIES			
																				1 SEMESTER OR LESS	LENGTH	PROGRAM	
																				1 YEAR			
																				AS LONG AS NECESSARY			
								●			●		●							REGULAR SCHOOL FACILITY	LOCATION		
●		●	●	●	●	●	●		●		●	●		●	●	●	●	●	●	SEPARATE SCHOOL FACILITY			
																				NON-SCHOOL FACILITY			
								●	●	●					●	●	●	●	●	< 1	YEARS IN OPERATION		
				●			●					●	●	●							1 - 5			
	●	●	●		●	●														6 - 10			
●											●									> 10			
	●			●	●															PRIVATE	FUNDING SOURCE(S)	SUPPORT	
	●																			LOCAL			
																				STATE			
●	●	●	●			●	●	●	●	●	●	●	●	●	●	●	●	●	●	FEDERAL			
1a	1b	1c	1d	2a	2b	3a	3b	4a	4b	4c	4d	4e	4f	4g	5	6a	6b	7a	7b	*SEE KEY FOR PROGRAM NAMES			

MATRIX 3.AB-2

SUMMARY OF SERVICE DELIVERY AREA PROGRAM CHARACTERISTICS, CONTINUED*

8	9a	9b	9c	9d	9e	10a	10b	11	12	13a	13b	13c	14a	14b	15	16	17a	17b	17c	18	DROPOUT PROGRAM CHARACTERISTICS			
										●	●	●			●		●				6 - 11	AGE	STUDENTS SERVED	ORGANIZATION
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	12 - 14			
●	●	●	●	●	●	●	●	●	●	●	●	●	●			●		●	●	●	15 - 19			
																●		●		●	+19			
																					PRE-SCHOOL/ELEMENTARY	TYPE		
																					MIDDLE SCHOOL			
	●	●	●					●	●	●	●	●	●	●	●				●		HIGH SCHOOL			
									●			●									OUT OF SCHOOL			
																●	●	●		●	OTHER			
																					BLACK	ETHNICITY		
																					HISPANIC			
																					WHITE			
																					OTHER			
						●		●	●				●	●							0 - 25	NUMBER		
					●												●				26 - 50			
										●						●					51 - 75			
				●								●						●			76 - 100			
●	●	●	●				●				●				●				●	●	+100			
			●					●													1	STUDENTS PER TEACHER		
						●				●			●	●						●	2 - 5			
●	●	●							●		●	●				●	●	●	●		6 - 10			
				●	●		●														11 - 15+			
																					VARIES			
																					1 SEMESTER OR LESS	LENGTH	PROGRAM	
●																					1 YEAR			
																					AS LONG AS NECESSARY			
									●			●	●	●	●		●			●	REGULAR SCHOOL FACILITY	LOCATION		
●				●		●	●	●	●	●	●					●	●	●	●	●	SEPARATE SCHOOL FACILITY			
●						●		●	●	●	●	●	●	●	●	●	●	●		●	NON-SCHOOL FACILITY			
	●	●	●	●	●		●												●		< 1	YEARS IN OPERATION		
																					1 - 5			
																					6 - 10			
●	●		●	●	●																> 10			
			●						●							●					PRIVATE	FUNDING SOURCE(S)	SUPPORT	
																					LOCAL			
●	●	●	●			●	●	●	●	●	●	●	●	●	●		●	●	●	●	STATE			
																					FEDERAL			
8	9a	9b	9c	9d	9e	10a	10b	11	12	13a	13b	13c	14a	14b	15	16	17a	17b	17c	18	*SEE KEY FOR PROGRAM NAMES			

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KEY TO MATRICES 3.4A AND 3.4B: SERVICE DELIVERY AREA

SERVICE DELIVERY AREA	PROGRAM NAME	COUNTY
1. Alamo	a. Sanyo Youth Program b. Healy Murphy Learning Center c. Project SER Adult Learning Center d. San Antonio 70,001 Youth Program	Bexar
2. Austin/Travis County	a. Youth Employment Service-Project Success b. Creative Rapid Learning Center	Travis
3. Cameron County	a. Out-of-School Program b. Texas Conservation Corps	Cameron
4. City of Corpus Christi/ Nueces County	a. Peer Tutoring b. Developmental Studies for AFDC Recipients c. Youth Dropout Research Study & Information & Referral System d. Summer Youth Employment Training Program e. Job Start f. Out Employment g. OJT-Youth	Nueces
5. Concho Valley	Education Success Project (ESP) I	Tom Green
6. Dallas County, Balance of	a. Project Excel b. Buckner Project	Dallas
7. Deep East Texas	a. Newton I.S.D. b. Interactive Systems Laboratories: BEST (Basic Employment Skills Training) Program	Newton & Hays
8. Fort Worth Consortium	Educational & Occupational Enhancement	Tarrant
9. Harris County, Balance of	a. 70,001 b. Control Data-Fairbreak Center c. Texas Conservation Corps d. San Jacinto College-Central Campus 123 Project e. North Harris County College	Harris
10. Lubbock/Garza County	a. Comprehensive Competencies Program (CCP) b. On-the-Job Training	Lubbock/ Garza

11. North Texas	GED/Job Readiness Training	Wichita
12. Norteast Texas	Remedial/GED Program	Bowie
13. Permian Basin	a. Alternative Education Center b. ECBD School Community Alternative Education Guidance Center c. ECBD Alternative Evening School	Midland
14. Rural Capital Area	a. BEST-DEAL (Basic Employment Skills Trainging-Drop-out Employment & Academic Linkage) b. BEST-ACADEMIC	Williamson
15. South Plains Rural	None Given	Hockley
16. South Texas	123 Monies Program	Webb
17. Upper Rio Grande	a. Project Redirection b. Literacy Program-Ysleta I.S.D. c. Out-of-School Youth Program	El Paso
18. West Central Texas	Rural Pre-Employment Training	Taylor

TABLE 3.5 A
SCHOOL DISTRICT PROGRAM DESCRIPTIONS

SCHOOL DISTRICT/ PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATION(S)	DATA TYPE
1 Alief ISD/ Individual-ized Study Center	• Problem Resolution • Adjustment to Public Schools • Return to Regular School Environment	• Basic Academic Skills • Community/ Parent Outreach • Motivational Strategies • Guidance & Counseling on Self-Worth • Teacher/ Student & Student/ Student Tutoring • Inservice Activities	• Individualized Instruction • Behavior Management • Individual & Group Counseling • Family Counseling • Parent Skills Training	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• Number of Classes Failed • Number of Absences • Number of Behavior Referrals • School Recommendation • Parent Requests • Student Requests	• None Given	• Internal Program Staff	• Achievement Data • Number of Students Served • Outcome of Services
2 Birdville ISD/Coordinated Vocational-Academic Ed	• Keep Students in School • Increase Academic Ability	• Job Skills • School/ Business Partnerships • Basic Academic Skills • Job Placement • Community/ Parent Outreach • Motivational Strategies • Career/ Self-Worth Guidance Counseling	• Shop • Cooperative Training	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• Age • School Records • Language Proficiency • Behind One or More Years in School	• Graduation from High School	• Internal Program Staff • Internal Research & Evaluation Staff	• Achievement • Attitudinal

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SCHOOL DISTRICT/ PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
3 Brazosport ISD/ Brazosport Alternative School	• Reduce Number of Dropouts • Increase Frequency of Graduation Among Potential Dropouts	• Job Skills • Basic Academic Skills • Job Placement • Motivational Strategies • Interim Ed for Pregnant Students • Career/ Self-Worth Guidance & Counseling • Teacher/ Student & Student/ Student Tutoring	• Individualized Instruction • Counseling	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Tutoring • Self-Paced Instruction	• Number of Classes Failed • Number of Absences • Number of Behavior Referrals • Counselor Referrals	• Graduation	• Internal Program Staff • External Evaluator	• Attitudinal • Data • CJD Reports

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SCHOOL DISTRICT/ PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION: EVALUATOR(S)	PROGRAM EVALUATION: DATA TYPE
4 Bremond ISD	• Provide Financial & Educational Assistance to Keep Students in School	• Job Skills • Basic Academic Skills • Job Placement • Community Outreach • Motivational Strategies • Career/ Self-Worth Guidance & Counseling	• Work Tutorial	• Remedial Ed Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• Income • School Records • Other	• None	• Internal Program Staff • External Evaluator	• Achievement Data • Attitudinal Data
5 Brenham ISD/ Project CAT	• Basic Academic Skill Development • Promote Retention of High-Risk Students • Develop Job Competency Skills • Provide Job Opportunities • Promote Positive Attitudes Toward School • Improve Self-Esteem • Develop Interpersonal Skills	• Job Skills • GED Prep. • School/ Business Partnership • Basic Academic Skills • Job Placement • Community/ Parent Outreach • Motivational Strategies • Interim Ed for Pregnant Students • Career/Self-Worth Guidance & Counseling • Teacher/ Student & Student/ Student Tutoring	• Computer & Teacher Assisted Instruction • Work Program	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• Number of Classes Failed • Number of Absences • Standardized Math Scores • Standardized Reading/ Language Scores • Counselor Referrals • Economic Problems	• Graduation Passing Grades in Previously Failed Classes	• Internal Program Staff • External Evaluator	• Achievement Data • Attitudinal Data

SCHOOL DISTRICT/ PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
6 Brownwood ISD/ Guidance Center	• Cooperative Problem-Solving	• Basic Academic Skills • Parent Outreach • Motivational Strategies • Career/ Self-Worth Guidance & Counseling • Teacher-Student Tutoring	• Counseling	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Tutoring • Self-Paced Instruction	• Number of Classes Failed • Number of Absences • Number of Behavior Referrals • Counselor Referrals • Economic Problems	• Completion of 75 School Days & School Work	• Internal Program Staff • External Evaluator	• Attitudinal Data • Letters
7 Canutillo/ Dropout Counseling	• Counseling to Prevent Dropouts • CAI to Help Students Return to School	• Job Skills School/ Business Partnerships • Basic Academic Skills • Job Placement • Parent Outreach • Interim Ed for Pregnant/Ill Students • Career/ Self-Worth Guidance & Counseling • Teacher/ Student & Student/ Student Tutoring	• Counseling	--------	• Number of Classes Failed • Number of Absences • Number of Behavior Referrals • Standardized Reading Language/ Math Scores • Counselor Referrals	• Graduation • Referral to Another Agency • More From District	• Internal Program Staff	• Achievement Data • Number of Program Graduates

SCHOOL DISTRICT/ PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
Clear Creek ISD/Houston Marine Institute	• Academic Instruction • Counseling • Motivational Classes	• Job Skills • GED Prep. • Basic Academic Skills • Job Placement • Community/ Parent Outreach • Motivational Strategies • Career/ Self-Worth Guidance & Counseling • Teacher/ Student Tutoring • Inservice Activities	• Individual & Family Counseling	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Tutoring • Self-Paced Instruction	• Health Problems • Criminal Record	• Raise Grade Level by 2 Years • Return to School • Obtain a Job	• Internal Program Staff • Internal Research & Evaluation Staff • External Evaluator	• Achievement Data

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SCHOOL DISTRICT/ PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
9 Corpus Christi ISD/ Operation Intervention	• Identification of Potential Dropouts • Provide Remediation	• Job Skills • GED Prep. • School/ Business Partnership • Academic Skills • Job Placement • Community/ Parent Outreach • Motivational Strategies • Interim Ed for Ill/ Pregnant Students • Childcare for High School Mothers • Career/ Self-Worth Guidance & Couseling • Teacher/ Student & Student/ Student Tutoring • Inservices Activities • JTPA Referrals	• Counseling • Instruction	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Curriculum • Computer Ed • Tutoring • Self-Paced Instruction • Individualized Instruction by Contracts	• Number of Classes Failed • Number of Absences • Number of Behavior Referrals • Standardized Math Scores • Standardized Reading/ Language Scores • Counselor Referrals • Health Problems • Non-English Speaking Home • Economic Problems • Marriage/Work Conflict	• Graduation • Placement in Alternative Setting	--------	--------

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SCHOOL DISTRICT/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR	DATA TYPE
10 Dallas ISD: Communities in Schools	• Improve Attendance • Improve Academic Performance • Promote Personal & Social Development	• Job Skills • Community Outreach • Interim Ed for Pregnant Students • Career/self worth Guidance & Counseling	• Counseling • Tutoring • Social Service Referrals	• General Ed Curriculum • Tutoring	• Number of Classes Failed • Number of Absences • Number of Behavior Referrals • Counselor Referrals • Health Problems • Non-English Speaking Home • Economic Problems	• Presenting Problem Dealt With • Referral to a Social Service Agency	• Internal Program Staff • Internal Research & Evaluation Staff • External Evaluator	• DISD Narrative Evaluation

SCHOOL DISTRICT/ PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR	DATA TYPE
11 Edgewood ISD/ Valued Youth Partnership Program	• Improve Self-Concept • Increase Attendance • Improve Basic Skills • Learn Acceptable School Behavior	• School/ Business partnerships • Basic Academic Skills • Parent Outreach/ Involvement • Motivational Stratgies • Teacher/ Student Tutoring • Tutoring Younger Children	• Basic Skills Instruction • Tutoring of Younger Childern • Access to Role Models • Field Trips • Parental Involvement	• General Ed Curriculum • Tutoring Materials for Younger Childern	• Number of Classes Failed • Number of Absences • Number of Behavior Referrals • Standardized Reading/ Language Scores • Number of Counselor Referrals • Serious Economic Problems At Home • Poor Socialization With Peers • Low Self-Esteem	• Depends on Credits Needed For Graduation	• External Evaluator	• Achievement • Attitudinal
12 Georgetown ISD/REACH	• Keep Students in School • Facilitate Graduation	• Job Skills • GED Prep • Basic Academic Skills • Job Placement • Community Outreach/ Involvement • Motivation Strategies	• Tutoring	• Computer Ed • Tutoring	• Other (Federal Guidelines)	• Graduation	• Internal Program Staff	• Anecdotal • Migrant Evaluation

SCHOOL DISTRICT/ PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
13 Leander ISD/ Community Ed	• GED Prep	• GED Prep • Basic Academic Skills	• Pre-Testing • Counseling • Instruction	• General Ed Curriculum • Tutoring • Self-Paced Instruction	• Age • Income	• Self-Withdrawal • GED	• Internal Program Staff	-------
14 Mullin ISD	• Meet the Needs of Potential Dropouts	• Job Skills • GED Prep • Basic Academic Skills • Motivational Strategies • Career/Self-Worth • Guidance & Counseling • Teacher/ Student Tutoring • Interim Ed For Ill Students	• Counseling • Encouragement	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Curriculum • Tutoring • Self-Paced Instruction	• Number of Classes Failed • Number of Absences • Number of Behavior Referrals • Counselor Referrals • Economic Problems	------	• Local Board & Faculty	-----

SCHOOL DISTRICT PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
15 Port Arthur ISD: Project S.A.V.E.	• Prevent Potential Dropping Out • Assist Students Having Difficulty in Traditional Secondary School	• Job Skills & School/ Business Partnerships • Basic Academic skills • Community/ Parent Outreach • Motivational Strategies • Interim Ed for Pregnant/Ill Students • Career/Self-Worth Guidance & Counseling • Teacher/ Student & Student/ Student Tutoring • Inservice Activities	• Individual & Group Counseling • Individualized Instruction • Field Trips • T.E.M. (Teen-Age Expectancy Mothers)	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• Number of Classes Failed • Number of Absences • Number of Behavior Referrals • Standardized Math Scores • Standardized Reading/ Language Scores • Counselor Referrals • Health Problems • Non-English Speaking Home • Economic Problems • Other	• Acceptable Behavior • Academic Mastery • Attendance	• Internal Program Staff • Internal Research & Evaluation Staff	• Achievement Data • Attitudinal Data

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SCHOOL DISTRICT PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
16 Rio Hondo ISD/Rio Hondo Stay-In-School Program	• Keep Students in School	• Job Skills • GED Prep • School/ Business Partnerships • Basic Academic Skills • Job Placement • Community/ Parent Outreach • Motivational Strategies • Interim Ed for Pregnant Students • Childcare for Young Mothers • Career/ Self-Worth Guidance & Counseling • Job Corps Referrals	• Counseling • Adult Basic Ed • Tutoring • Assistance of Service Agencies	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• Age (2 years Overaged) • Income (Poverty Level) • School Records • Language Proficiency • Other (Teacher, Parent, Self-Referrals)	• GED • Entrance to Job Corps • Vocational Training • Program Work	• Internal Program Staff • Internal Research & Evaluation Staff	• Achievement Data • Attitudinal Data

SCHOOL DISTRICT PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
17 River Road ISD	• Dropout Prevention • Resolution of Students' Personal Academic Problems	• Job Skills • Basic Academic Skills • Parent Outreach • Motivational Strategies • Interim Ed for Pregnant/Ill Students • Career/ Self-Worth Guidance & Counseling • Teacher/ Student & Student/ Student Tutoring	• Student/ Parent/ School Personnel Conferences	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Computer Ed • Tutoring • Self-Paced Instruction • Life Survival Skills	• Number of Classes Failed • Number of Absences • Behavior Referrals • Standardized Math/Reading Language Scores • Counselor Referrals • Health Problems • Economic Problems	-----	• Internal Program Staff	• Achievement Data • Attitudinal Data
18 San Antonio ISD/ a. Visiting Teachers	• Improve Attendance • Make School More Meaningful	• Referral to Appropriate Agency	• Home Visits • Liaison	• Referral • Counseling	• Number of Classes Failed • Number of Absences	-----	• Internal Program Staff • Internal Research & Evaluation Staff	• Number of Home Visits • Number of Court Cases
b. Goalmaker	• Problem Resolution	• Referral to Appropriate Agencies	• Referrals For • Education • GED • Job Training	• Referral • Counseling	• Withdrawal From School	• School Placement • Placement in Training Program	• Internal Program Staff • Internal Research & Evaluation Staff	-------

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SCHOOL DISTRICT PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR	DATA TYPE
19 Schertz-Cibolo-Universal City ISD/ Dropout Prevention Counseling	• Encourage Staying in School	• GED Prep • Community Outreach • Interim Ed for Pregnant/Ill Students • Career/Self-Worth Guidance & Counseling • Teacher/Student Tutoring	• Counseling • Remediation	• General Ed Curriculum • Remedial Ed Curriculum • Tutoring	• Number of Classes Failed • Number of Absences • Counselor Referrals	• Informed Agreement Among Teacher, Student, & Counselor	-----	-----
20 Snook ISD/ Dropout Prevention	• Basic Skills • School/Work Transition Training • Assistance To Help Students Remain in School	• Remedial Education • Basic Skills Training • Developing Work Habits • Job Prep. Skills • Motivational Strategies • Career Guidance/Self-Worth Counseling	• Basic Skills Training • Counseling	• Remedial Curriculum • Computer Education • Tutoring • Self-Paced Instruction	• Age • Income • T.E.A.M.S. Scores	• Mastery of 11th Grade Exit Level T.E.A.M.S. Test	• Internal Program Staff	• Achievement Data

SCHOOL DISTRICT/ PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
21 Socorro ISD/								
a. New Outlook	• In-School Alternative to Out-of School Removals • Help Students Develop Self-Discipline • Reduce Out-of-School Removals • Meet Ed Needs of Problem Students	• Job Skills • GED Prep • School Business Partner-ships • Basic Academic Skills • Job Placement • Community/ Parent Outreach • Motival-tional Strategies • Career/Self-Worth • Guidnace & Counseling	• Work/Study	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Curriculum • Tutoring • Self-Paced Instruction	• Age • School Records	• Mainstream-ing Success	-------	-------
b. MAP (Midway Academic Program)	• In-School Alter-natives To Out-of School Removals • Help Students Develop Self-Discipline • Reduce Out-of-School Removals • Meet Ed Needs of Problem Students	• Job Skills • GED Prep • Basic Academic Skills • Job Placement • Motiva-tional Strategies • Career/Self-Worth • Guidance & Counseling • Teacher-Student/ Student-Student Tutoring • Inservice Activities	• Remedia-tion • Counseling • Job Training	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• Number of Classes Failed • Number of Absences • Standardized Math/Reading/ Language Scores	• Mainstream-ing Success	-----	-------

SCHOOL DISTRICT/ PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR	DATA TYPE
122								
South San Antonio ISD/ Valued Youth Partnership Program	• Improve Self-Concept • Increase Attendance • Improve Basic Skills • Learn Acceptable School Behavior	• School/ Business partnerships • Basic Academic Skills • Parent Outreach/ Involvement • Motivational Stratgies • Teacher/ Student Tutoring • Tutoring Younger Children	• Basic Skills Instruction • Tutoring of Younger Childern • Access to Role Models • Field Trips • Parental Involvement	• General Ed Curriculum • Tutoring Materials for Younger Childern	• Number of Classes Failed • Number of Absences • Number of Behavior Referrals • Standardized Reading/ Language Scores • Number of Counselor Referrals • Serious Economic Problems At Home • Poor Socialization With Peers • Low Self-Esteem	• Depends on Credits Needed For Graduation	• External Evaluator	• Achievement • Attitudinal

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SCHOOL DISTRICT/ PROGRAM	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
23 White Oak ISD	• HS Diploma for Each Student • GED Prep	• Job Skills • Basic Academic Skills • Parent Outreach • Motivational Strategies • Interim Ed for Pregnant/Ill Students • Career/ Self-Worth Guidance & Counseling • Teacher/ Student Tutoring • Inservice Activities	• Individual Counseling • Special Ed Test Interpretation • Parent Conferences • Tutoring • Referral	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Curriculum • Computer Ed • Tutoring	• Number of Classes Failed • Number of Absences • Behavior Referrals • Standardized Math/Language Scores • Counselor Referrals • Health Problems	• Graduation • GED	Internal Program Staff	• Graduation Rate • Dropout Statistics

TABLE 3.5 B
SCHOOL DISTRICT PROGRAM CHARACTERISTICS

SCHOOL DISTRICT/ PROGRAM	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURA-TION	PROGRAM LOCATION	LENGTH OF OPER ATION	FUNDING SOURCE (SELF-REPORTED)
1 Alief ISD/ Individualized Study Center	• School Administrators	11-19	• Middle School • Youth • High School • Youth	36	31	133	10	210	8:1	• One School Year • 30 Days to One Year	Separate School Facility	4 Years	• Local ISD • TEA • School Community Center Grant Funds
2 Birdville ISD/Coordinated Vocational Academic Ed	• Teachers • Counselors • Parents	14-21	• Middle School • Youth • High School • Youth	5	10	208	--	223	12-15:1	• As Long as Necessary	• Regular School Facility	19 Years	• Local • State • Federal
3 Brazosport ISD/ Brazosport Alternative School	• Counselors • Parents • Self	11-21	• Middle School • Youth • High School • Youth • Out-of-School • Youth	9	24	168	--	201	8:1	• As Long as Necessary	• Regular School Facility	3 Years	• Criminal Justice Division • BISD Local Funds
4 Brewond ISD	• Teachers • Counselors • Parents • Other	16-21	• High School • Youth • Out-of-School • Youth	10	1	5	--	16	1:6	• As Prescribed by PIC	• Regular School Facility	1 1/2 Years	• PIC
5 Burnham ISD/ Project CAT	• Teachers • Counselors • Principals	14 18	• High School • Youth • Out-of-School • Youth	25	1	26	1	53	8:1	• As long as necessary	• Regular School Facility	8 Months	• JTPA

SCHOOL DISTRICT/ PROGRAM	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURATION	PROGRAM LOCATION	LENGTH OF OPER ATION	FUNDING SOURCE (SELF REPORTED)
6 Brownwood ISD/ Guidance Center	Parents ADA Clerk Principal	10-20	Middle School Youth High School Youth	6	34	62	0	102	12:1	5 Days	Separate Facility	1 Year	Compensatory
7 Cantillo ISD/ Dropout Counseling	Teachers Counselors Parents Administrators	14-21	High School Youth Out-of-School Youth Handicapped	1	--	--	1	2	12-20:1	As Long as Necessary	----------	8 Years	Federal State Local
8 Clear Creek ISD/ Houston Marine Institute	Counselors Courts	13-18	Middle School Youth High School Youth	35	57	17	1	110	6:1	As Long as Necessary	Non School Facility	6 Years	State Federal Private
9 Corpus Christi ISD/ Operation Intervention	Teachers' Counselors Parents Community	16-20	------	--	--	--	--	---	None Given	As Long as Necessary	Regular School Facility	2 Months	Local
10 Dallas ISD/ Community Ties in Schools	Teachers Counselors Parents Self	16-19	Pre-School/ Elementary Youth Middle School Youth High School Youth	--	--	--	--	---	25:1	As Long as Necessary	Regular School Facility	1 Year	Grant Private Business Donations

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SCHOOL DISTRICT PROGRAM	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPES	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	AVG. DURATION	PROGRAM LOCATION	SCHEDULE OF OPERATION	FUNDING SOURCE (SELF-REPORTED)
Edgewood ISD/ Valued Youth Partnership Program	• Teachers • Counselors • Self	12-17	• Middle School Youth • High School Youth	1	49	--	--	50	1:12	• As Long As Necessary	• Regular School Facility	2 Years	• Data Data

SCHOOL DISTRICT/ PROGRAM	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURA TION	PROGRAM LOCATION	LENGTH OF DAY/ WEEK/ YEAR	FUNDING SOURCE(S)
12 Georgetown ISD/ REACH	• Teachers • Counselors	15-18	• High School • Youth	--	25	--	--	25	12:1	• 6 Years	• Regular School Facility	1Yr	• Federal (Chapter 1 Migrant
13 Leander ISD/ Community Education	• Teachers • Counselors • Parents • Self	18+	• Out-of-School Youth • Adults	--	--	--	--	355	7:1	• As Long as Necessary	• Regular School Facility	7 Years	• State • Federal • Local
14 Mullin ISD	• Teachers • Counselors • Parents	12+	• Middle School Youth • High School Youth	0	3	45	0	48	8:1	----	• Regular School Facility	-----	• No Special Funding
15 Port Arthur ISD/ Project S.A.V.E.	• Teachers • Counselors • Parents • Juvenile Probation	13-21	• Middle School Youth • High School Youth • Out-of-School Youth	63	6	13	2	82	15:1	• As Long as Necessary Until Age 21	• Separate School Facility	10 Years	• State • Local
16 Rio Hondo ISD/Rio Hondo Stay-In-School Program	• Teachers • Counselors • Parents • Agencies (Welfare, Juvenile Probation) • Self	Pre-K-12	• Pre-School/ Elementary Youth • Middle School Youth • High School Youth • Out-of-School Youth • Parents	0	66	4	-	70	Varies	• On Long As Necessary	• Regular School Facility	222 Years	• Foundation • Federal

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SCHOOL DISTRICT/ PROGRAM	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	DURATION	PROGRAM LOCATION	LENGTH OF OPERATION	FUNDING SOURCE (SELF REPORTED)
17 River Road ISD	• Teachers • Counselors • Parents	16-19	• Middle School Youth • High School Youth	1	19	371	-	391	Varies as Necessary	• As Long as Necessary	• Regular School Facility • Non-School Facility	2 Years	• State • Local
18 San Antonio ISD/ a. Visiting Teacher	• Teachers • Counselors • Parents • Agencies • Administators	4-18	• Preschool/ Elementary Youth • Middle School Youth • High School Youth	1221	9966	750	18	11,955	-	• As Long as Necessary	• Regular School Facility	4th Years	• Compensatory
b. Goalmaker	• Teachers • Counselors • Parents • Visiting Teacher • Self-Referral	16+	• Out-of-School Youth	--	--	--	--	--	1:1	• As Long as Necessary	• Regular School Facility	3 Years	• State Compensat... funds
19 Schertz-Cibolo-- Universal City ISD/ Dropout Prevention Counseling	• Teachers • Counselors • Parents • Asst. Principals	16-18	• High School Youth	-	-	-	-	-	1:1	• As Long as Necessary	• Regular School Facility	3 Years	• Counseling Funding
20 Snook ISD/ Dropout Prevention	• Teachers • Counselors	High School Age	• High School Youth	15	3	2	--	20	5:1	• As Long as Necessary	• Regular School Facility	Semes ter	• Bilin... Vitiy... Polit...

SCHOOL DISTRICT/ PROGRAM	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURATION	PROGRAM LOCATION	LENGTH OF USER ATION	FUNDING SOURCE (SELF REFERRED)
21													
Socorro ISD/													
a. New Out-Look	• Teachers • Counselors • Parents • Administrators	16-18	• Middle School Youth • High School Youth	0	8	1	0	9	9:2	• As Long as Necessary	• Regular School Facility	4 Months	• JTPA
b. MAP (Midway Academic Program)	• Teachers • Administrators	12-20	• Middle School Youth • High School Youth	-	-	-	-	-	12:1	• As Long as Necessary	• Regular School Facility	1 Year	• State Comp.
22													
South San Antonio ISD/ Valued Youth Partnership Program	• Teachers • Counselors • Self	12-17	• Middle School Youth • High School Youth	--	50	--	--	50	1:22	• As Long As Necessary	• Regular School Facility	2 Years	• Coca Cola
23													
White Oak ISD	• Teachers • Counselors • Parents	15-19	• High School Youth • Out-of-School Youth	19	0	350	0	369	20:1	• As Long as Necessary	• Regular School Facility	Continuous	--

TABLE 3.6 A
AGENCY PROGRAM DESCRIPTIONS

AGENCY/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
1 Adult Continuing Education	• GED Prep. • Teach Reading	• Job Skills • GED Prep. • Basic Academic Skills • Job Placement • Community/ Outreach • Motivational Strategies • Guidance & Counseling on Self-Worth	• Tutoring	• General Ed Curriculum • Remedial Ed Curriculum • Tutoring • Self-Paced Instruction • GED Book • LAUBACK Books	• Language Proficiency • Physical Handicaps • Transportation	• Completion of GED Prep.	• Internal Program Staff	• Achievement • Attitudinal
2 Crockett State School/ Survival Skills	• Return to & Stay in School • Obtain GED	• Job Skills • GED Prep. • Basic Academic Skills • Community Outreach • Career Guidance & Counseling • Teacher-Student Tutoring	• Remedial Teaching • Counseling	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Curriculum • Computer Ed • Self-Paced Instruction	• Number of Classes Failed • Number of Absences • Number of Behavior Referrals • Standardized Reading/ Language Scores • Counselor Referrals • Economic Problems	• Achieving Behavioral Goals • Community Placement	• Internal Program Staff	• Achievement
3 Deep East Texas Council of Governments/ a. Lufkin Adult Learning Center: Project Rescue	• Increase Adult Level • Complete GED • Obtain Employment • College or Vocational Training	• Remediation • GED Prep. • Work Experience	• Work Experiences • Career Exploration: • Counseling • Remedial Assistance • GED Prep.	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Computer Ed	• JTPA Income Eligible • Dropout Potential • Dropout • Referral from JPD or Lufkin ISD • Has Transportation • Approved by Screening Committee	• Obtain GED • Increase Academic Level by 2 Years • Return to School • Obtain Employment	• Internal Program Staff • External Evaluator	• Achievement • Attitudinal

AGENCY/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION: EVALUATOR(S)	DATA TYPE
b. Nacogdoches Adult Learning Center Project Redirection	• Remediation • Parenting • Skills • Career • Awareness • Work Experience • GED • Diploma • Counseling	• Obtaining GED or Diploma • Positive Parenting • Work Experience	• Counseling • Remediation • Experiences • GED Prep.	• General Ed Curriculum • Vocational Ed Curriculum • Curriculum • Computer Ed	• JTPA Income Eligible • Single Parents • Dropouts or Potential Dropouts • Have Transportation	• Improved Academic Skills • GED • Employment • Improved Parenting • Life-Coping & Work Skills	• Internal • Program Staff • External • Evaluator	• Achievement • Attitudinal
c. Jasper Adult Learning Center Project TEEM	• Enhance Academic Skills • Obtain GED • Motivational Training • Work Experience • Career Awareness • Training	• Remedial Education • Increase Motivation • Work Experience	• Individualized & Group Teaching • Group Therapy • Career Counseling • Work Experience	• General Ed Curriculum • Specialized Curriculum	• JTPA Eligible • Has Transportation	• Improved Academic Skills • Increased Self-Esteem	• Internal • Program Staff • External Evaluator	• Achievement • Attitudinal
4 Literacy Council of Williamson County	• Basic Literacy	• GED Prep. • Basic Academics Skills	• Individualized Tutoring	• Tutoring • LAUBACH Literacy Materials	• IB : • Reading Ability	• Program Completion	• None	• None

AGENCY/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR (S)	DATA TYPE
5 Lubbock Adult Ed/ Lubbock Evening H.S., GED Prep. Adult Basic Ed	• Obtain Diploma/GED • Basic Skills	• Job Skills • GED Prep. • Basic Academic Skills • Job Placement • Community/ Parent Outreach • Motivational Strategies • Interim Ed for Pregnant Students • Child Care for Young Mothers • Career/ Self-Worth Guidance & Counseling	• Academic	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Curriculum • Computer Ed • Self-Paced Instruction	• 17 + • School Records • Need	• Diploma • GED • Completion of Objectives	• Internal Program Staff • Internal Research & Evaluation Staff • External Evaluator	• None
6 Region XIX Education Service Center/West Texas School Community Guidance Center	• Education • Counseling	• GED Prep. • Basic Academic Skills • Community/ Parent Outreach • Motivational Strategies • Childcare for H.S. Mothers • Career/ Self-Worth Guidance & Counseling • Teacher-Student/ Student Tutoring • Inservice Activities	• Academic & Developmental Counseling	• General Ed Curriculum • Remedial Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• Number of Absences • Number of Behavior Referrals • Counselor Referrals	• Successful Program Completion	• Internal Program Staff • Internal Research & Evaluation Staff	• Achievement Data • MBO

AGENCY/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
7 San Marcos Public Library/ People-to-People Adult Ed Program	• Basic Literacy • ABE • ESL • GED Prep.	• Job Skills • GED Prep. • Basic Academic Skills • Other	• Individualized Tutoring	• General Ed Curriculum • Remedial Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• Age	• None Given	• Internal Program Staff	• Statistical Data
8 Opportunities Industrialization Center/Pre-Employment, GED	• GED Prep.	• Job Skills • GED Prep. • Basic Academic Skills • Job Placement • Community/ Parent Outreach • Motivational Strategies • Interim Education for Pregnant Students • Childcare for Young Mothers • Career Self-Worth Guidance & Counseling	• GED Prep.	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Tutoring • Self-Paced Instruction	• Free Lunch Program	• None Given	• Internal Program Staff	• Classroom Observation

AGENCY/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
9 Ten County Adult Ed Co-op	• Meet Needs of Out-of-School Youth	• GED Prep. • Basic Academic Skills • Career Guidance & Counseling	• GED • ESL • ABE • Citizenship	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• 17 + • ESL	• Achievement of Personal Goals	• Internal Program Staff • External Evaluator	• Achievement Data

TABLE 3.6 B
AGENCY PROGRAM CHARACTERISTICS

AGENCY/ PROGRAM NAMES	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURATION	PROGRAM LOCATION	LENGTH OF OPERATION	FUNDING SOURCE(S) (SELF-REPORTED)
1 Adult Continuing Ed	• Teachers • Counselors • Parents • Agencies (PIC) • Church • Business	16-65+	• High School • Youth • Out-of-School Youth • Adults	--	--	--	--	0	1:1	• As Long as Necessary	• Non-School Facility	3 Months	• Volunteers
2 Crockett State School/ Survival Skills	• Teachers • Counselors • Parents • Courts	13-18	• High School • Youth • Out-of-School Youth	--	--	--	--	0	1:3	• As Long as Necessary	• Regular School Facility	2 Months	• Legislative
3 Deep East Texas Council Of Governments													
a.Lufkin Adult Learning Center/ Project Rescue	• Angelina County Juvenile Probation Dept.	16-21	• High School • Youth • Out-of-School Youth	--	--	--	--	16-18	Not Given	• One Semester or Less	• Non-School Facility	4 Months	• State
b. Nacogdoches Adult Learning Center/ Project Redirection	• School Records • Applicant	16-18	• High School • Youth • Out-of-School Youth	--	--	--	--	16-20	Not Given	• 8-10 Weeks	• Regular School Facility	4 Months	• State
c. Jasper Adult Learning Center/ Project TEEM	• School Records • Applicant	16-18	• High School • Youth • Out-of-School Youth	--	--	--	--	10-15	Not Given	• 8 Weeks	• Not Given	4 Months	• State

AGENCY/ PROGRAM NAMES	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURA- TION	PROGRAM LOCATION	LENGTH OF OPER- ATION	FUNDING SOURCE(S) (SELF-REPORTED)
4 Literacy Council of William- son County	Parents Agencies (Adult Prob- ation, GED Instructors) Churches	18+	Out-of- School Youth	--	--	--	--	--	1:1	As Long As Neces- sary	Regular School Facility Separate School Facility Non School Facility	18 Months	Local Support
5 Lubbock Adult Ed/ Lubbock Evening H.S. GED Prep., Adult Basic Ed	Teachers Counselors Parents Agencies (TEC, TEX Rehab.,Light- house) T.I. Reese	17+	Middle School Youth High School Youth Out-of- School Youth Adults	399	1479	1230	94	3202	Varies	As Long As Neces- sary	Regular School Facility Separate School Facility Non School Facility	Aver- age 2 Years	Tuition State & Federal
6 Region XIX Ed Service Center/ West Texas School Community Guidance Center	School Principals	10-19	Middle School Youth HS Youth Out-of- School Youth	18	356	37	1	410	7:1	One Semes- ter or Less	Separate School Facility	4 Years	TEA Ysleta ISD West Texas Council of Governments

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AGENCY/ PROGRAM NAMES	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURATION	PROGRAM LOCATION	LENGTH OF OPERATION	FUNDING SOURCE(S) (SELF-REPORTED)
7 San Marcos Public Library/ People-to-People Adult Ed Program	• Counselors • Parents • Agencies (Probation Dept.)	17+	• Out-of-School Youth • Adults	--	--	--	--	--	3:1	• As Long as Necessary	• Non-School Facility	2 Years	• City • Federal
8 Opportunities Industrialization Center/ Pre-Employment, GED	• Teachers • Counselors • Agencies (DAS) • School District	17-21	• Out-of-School Youth • 17-21 Year Olds	1	28	3	--	32	10:1	• One Semester or Less • 12 weeks	• Non-School Facility	14 Months	• JTPA
9 Ten County Adult Ed Co-op	• Teachers • Counselors • Parents • Agencies (TDC, Probation)	17+	• Out-of-School Youth	100	1003	553	23	1679	10+:1	• As Long as Necessary	• Regular School Facility • Separate School Facility • Non-School Facility	22 Years	• State-Federal Grant

TABLE 3.7 A
COLLEGE PROGRAM DESCRIPTIONS

COLLEGE	GOALS	FOCUS	SERVICES	CRITERIA USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION: EVALUATOR(S)	PROGRAM EVALUATION: DATA TYPE
1. Alvin Community College/ JTPA-Youth Project	• Help Drop-out Obtain long-Term Employment	• GED Prep. • Basic Academic Skills • Motivational Strategies • Childcare for Young Mothers • Career/ Self-Worth Guidance Counseling • Transfer into Vocational Training Program	• GED Prep. • Basic Skills Training • Career & Vocational Training • Part-Time Work	• General Ed Curriculum • Remedial Curriculum • Tutoring	• Age: 17-21 • Income: JTPA Income Eligible • School Records: Verification of Withdrawal	• Pass GED With a Score of 40	• Internal Program Staff • External Evaluation	• GED Test Scores • GTAB • Number of Transfers into Vocational Training Programs or Jobs
2 Amarillo College/ JTPA Basic Ed for Youth, Pre-Vocational Training for Adults	• Increase Competency in Reading, Math & Spelling	• Job Skills • Basic Academic Skills • Personal Skill	• Basic Skill Classes • Self-Paced Instruction	• Remedial Ed Curriculum • Self-Paced Instruction	• Age • Income • Other (Test Scores)	• Student Goals Achieved	• Internal Program Staff	• Achievement Data
3 Austin Community College/ Competency Based Diploma Program	• Earn High School Credit	• Basic Academic Skills	• Individualized Instruction	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Tutoring • Self-Paced Instruction	• Age	• Graduation	• Internal Program Staff • Internal Research & Evaluation	• Achievement Data

COLLEGE PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
Bee County College/ Adult Outreach Program	• Pursuit of Educational & Occupational Goals	• Job Skills • GED Prep • Basic Academic Skills • Job Placement • Community Outreach/ Involvement • Motivational Strategies • Childcare for Young Mothers • Career/Self-Worth Guidance & Counseling	• Counseling • Personal Home Skills • Tutoring • Job Placement	• Vocational • Remedial Ed Curriculum • Computer Ed • Tutoring	• School Records (Transcript)	• Withdrawal from College • Graduation	--------	--------
College Of The Mainland/ Adult Basic Ed Cooperative	• Basic Skills Through 12th Grade • ESL • GED Prep • Naturalization Information	• GED Prep • Basic Academic Skills • Community Outreach • Motivational Strategies • Career/ Self-Worth Guidance & Counseling • Independnece in Learning Counseling	• Academic Instruction • Self-Paced Individualized Labs	• General Ed Curriculum • Remedial Ed Curriculum • Tutoring • Self-Paced Instruction	• Age	• Meeting Personal Academic Objectives	• Internal Program Staff • Achievement Data	• Achievement

COLLEGE PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
16 Howard County Junior College/ Adult & Continuing Ed	• Upgrade or Gain Employment Skills • GED Prep.	• Job Skills • Basic Academic Skills • Community Outreach • Motivational Strategies • Child Care for Young Mothers • Career Guidance & Counseling	• GED • ESL • Non-Credit Courses	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Self-Paced Instruction	• Age • Language Proficiency	• Meeting Objectives	• Internal • Program Staff • Internal Research & Evaluation Staff • External Evaluator	• Achievement • Attitudinal
17 Lamar University/ Youth Opportunity Unlimited	• Prevent Dropouts	• Job Skills • School/ Business Partnerships • Basic Academic Skills • Motivational Strategies • Career/ Self-Worth Guidance & Counseling	• Classroom/ Work Experience	• General Ed Curriculum • Remedial Ed Curriculum • Computer Ed • Tutoring	• Age • Income • School Records	• Program Completion	• Internal • Program Staff • External Evaluator	• Achievement • Attitudinal

COLLEGE PROGRAM NAMES	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION: EVALUATOR(S)	PROGRAM EVALUATION: DATA TYPE
8 Midland College/ Adult Basic Ed - Gen Ed Development Program	GED Prep. Improve Basic Skills Language Skills Citizenship Exam Prep. Improve Basic Academic Skills	GED Prep. Basic Academic Skills Motivational Strategies Childcare For Young Mothers Guidance & Counseling in Self-Worth	Individualized, Self-Paced or Group Instruction	General Ed Curriculum Remedial Curriculum Computer Ed Tutoring Self-Paced Or Group Instruction	Age (16+) School Records (Indicating Dropout Status)	Obtaining GED	Internal Program Staff	Achievement Student Evaluations
9 North Texas University/								
a. Youth Opportunities Unlimited	Dropout Prevention	Job Skills School/ Business Partnership Basic Academic Skills Parent Outreach Childcare for Young Mothers Career Guidance & Counseling	High School Credit in English & Math Counseling	General Ed Curriculum Vocational Ed Curriculum Remedial Ed Curriculum Computer Ed Tutoring Self-Paced Instruction	Age (14-15) Income	8 Weeks in Program	Internal Program Staff Internal Research & Evaluation Staff External Evaluator	Achievement Attitudinal
b. Upward Bound	Motivation & Prep For Post Secondary Ed	Basic Academic Skills Parent Outreach Motivational Strategies Career/ Self-Worth Guidance & Counseling College Prep.	Tutoring Counseling Enrichment GAT/ACT Prep. Financial Aid Counseling	General Ed Curriculum Vocational Ed Curriculum Remedial Ed Curriculum Computer Ed Tutoring Self-Paced Instruction Enrichment Courses	Age Income School Records	Completion Of H.S. Requirements Plans for Post Secondary Program	Internal Program Staff Internal Research & Evaluation Staff External Evaluator	Achievement Attitudinal

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COLLEGE PROGRAM NAMES	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
9. Project Explore Talent Search	• Motivate Students To Complete HS & Enter a Post Secondary School	• Motivational Strategies • Career/ Self-Worth Guidance & Counseling	• Counseling	• Self-Directed Search • Interest Inventory • ACT/SAT Sources	• Age • Income • School Records • Other (Teacher/ Counselor Referrals)	• Enrollment in an Educational Program	• Internal Program Staff	• Placement Data
10. Pan American University/ High School Equivalency Program	• GED Prep.	• Job Skills • GED Prep. • Basic Academic Skills • Job Placement • Community/ Parent Outreach • Motivational Strategies • Interim Ed for Pregnant Students • Career/Self-Worth Guidance & Counseling	• GED Prep. • Housing • Stipends • Placement • Counseling • Tutoring • Health Services • Life Skills Development • Transportation	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Tutoring • Self-Paced Instruction	• Age • Income • Migrant Status	• GED Requirements Completed	• Internal Program Staff • Internal Research & Evaluation Staff • External Evaluator	• Achievement • Attitudinal

COLLEGE PROGRAM NAMES	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
San Antonio College								
a. Conversational English	• English Language Skills	• English Language Skills	• Instruction	• Remedial Ed Curriculum • Self-Paced Instruction • Small Group Instruction	• Language Proficiency	• None	• Internal Program Staff	• Attitudinal Data
b. ABE/GED	• Development of Reading, Language & Math Skills • Test-Taking Skills	• GED Prep • Basic Academic Skills • Motivational Strategies	• Instruction	• General Ed Curriculum • Remedial Ed Curriculum • Computer Ed • Self-Paced Instruction	• Need	• None	• Internal Program Staff	• Attitudinal Data
c. Project ADVANCE	• Vocational Training • Basic Academic Skills • Career Planning	• Job Skills • GED Prep. • Basic Academic Skills • Community Outreach • Motivational Strategies • Guidance & Counseling on Self-Worth	• Instruction • Tutoring	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• Income • Language Proficiency • Educational Achievement	• None	• Internal Program Staff	• Attitudinal Data
d. Basic Skills Referral	• Informal Assessment • Counseling • Referral	• Community Outreach • Motivational Strategies • Guidance & Counseling on Self-Worth	• Referral	-----	• Income	• None	• Internal Program Staff	------

COLLEGE PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
e. JTPA Learning Center	• ESL • ABE • GED • Career Explorations	• GED Prep. • Basic Academic Skills • Community Outreach • Motivational Strategies	• Instruction	• General Ed Curriculum • Vocational Ed Curriculum • Remedial Ed Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• Income	• Individually Determined	-------	-------
f. GED on TV	• Instruction & Motivation	• GED Prep. • Motivational Strategies	• Televised Instruction	• General Ed Curriculum • Remedial Ed Curriculum • Television	• N/A	• None	-----	------
g. Learning To Learn	• Assessment • Counseling • Instructional Planning	• Basic Academic Skills • Motivational Strategies • Guidance & Counseling on Self-Worth	• Assessment • Counseling • Instructional Planning	• Remedial Curriculum • Computer Ed • Tutoring	• Need • Learning Disabled	• None	-----	------
12 San Jacinto College	• Obtaining GED	• GED Prep.	• GED Training	• General Ed Curriculum	• Age	-----	-------	-----

COLLEGE PROGRAM NAMES	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
13 Southwest Texas Jr. College/ Adult Basic Ed	• Obtaining GED	• Job Skills • GED Prep. • Basic Academic Skills • Community/ Parent Outreach • Motivational Strategies • Childcare for Young Mothers • Career Guidance & Counseling	• Instruction in Basic Skills	• General Ed Curriculum • Remedial Ed Curriculum • Vocational Ed Curriculum • Tutoring • Self-Paced Instruction	• Age • Language Proficiency	• GED	• Internal Program Staff • Internal Research & Evaluation Staff • External Evaluation	--------
14 Tarrant County Jr. College/ Computers On Wheels	• Upgrade Basic Skills • Provide Literacy & Educational Services	• Basic Academic Skills • Community Outreach • Guidance & Counseling on Self-Worth • Career Exploration	• Instruction • GED/Sat Prep. • Career Assessment • Job Readiness • Retention Skills • Basic Occupational Training • Job Placement Referrals	• Vocational Ed • Remedial Ed Curriculum • Computer Ed • Tutoring • Self-Paced Instruction	• Age • Income • Other (Educationally Disavantaged)	• To Be Determined	--------	--------

TABLE 3.7 B
COLI EGE PROGRAM CHARACTERISTICS

COLLEGE PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURA- TION	PROGRAM LOCATION	LENGTH OF OPER- ATION	FUNDING SOURCE(S) (SELF-REPORTED)
1 Alvin Community College/ JTPA Youth Project	• Counselors • Agencies (TEC) • Churches • High Schools	17-21	• Out-of-School Youth	1	13	26	-	40	20:1	• One Semester or Less	• Regular School Facility	6 Months	• JTPA
2 Amarillo College/ JTPA Basic Ed for Youth Pre-Vocational Training for Adults	• Agencies (JTPA)	16-21		15	39	19	-	73	18:1	• One Semester or Less	• Regular School Facility	3 Years	• JTPA
3 Austin Community College/ Competency Based Diploma Program	• Teachers • Counselors • Parents	17+	• High School Youth	--	--	--	--	--	1:1	• As Long as Necessary	• Separate School Facility	---	---
4 Bee County College/ Adult Outreach Program	• Teachers • Agencies (TDHR) • Local Ministsal Alliance	18+	• Out-of-School Youth	1	--	--	--	1	8:1	• As Long as Necessary	• Regular School Facility	1 Year	• Federal • State

COLLEGE PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURATION	PROGRAM LOCATION	LENGTH OF OPERATION	FUNDING SOURCE (SELF-REPORTED)
5 College of the Mainland/ Adult Basic Ed Co-op	• Teachers • Counselors • Parents • Agencies (TAC, TEC, Galveston County Probation & Parole)	16+	• Out-of-School Youth • Adults	434	894	1017	299	2644	8-20:1	• As Long as Necessary	• Regular School Facility • Separate School Facility • Non-School Facility	15 Years	• Local • State • Federal
6 Howard County Junior College/ Adult & Continuing Ed	• Teachers • Counselors • Parents • Agencies (JTPA, TEC, DHR)	17 +	• Out-of-School Youth	189	679	647	14	1529	6:1	• As Long as Necessary	• Regular School Facility	11 Years	• State • Federal

COLLEGE PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPES	NUMBER OF STUDENTS SERVED: BLK	HISP	WHI	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURA-TION	PROGRAM LOCATION	LENGTH OF OPER-ATION	FUNDING SOURCE(S) (SELF-REPORTED)
7 Lamar University/ Youth Opportunity Unlimited	• Agencies (SDA, JTPA)	14-15	• High School • Youth	70	20	4	4	98	8-10:1	• 60 Days	• Non-School Facility	3 Months	• JTPA • Federal
8 Midland College/ Adult Basic Ed Develop-ment Program	• Teachers • Counselors • Parents • Agencies • Other	16 +	• High School • Youth • Out-of-School • Youth	150	950	482	126	1708	8:1	• As Long as Nece-ssary	• Regular School Facility • Separate School Facility • Non-School Facility	10 Years	• State • Federal • Local
9 North Texas State U./ a. Youth Opportunities Unlimited	• Counselors • Agencies (JTPA, SDA)	15	• Middle School • Youth • High School • Youth	80	12	10	-	102	10:1	• One Semester or Less	• Separate School Facility	2 Years	• TDCA • JTPA
b. Upward Bound	• Teachers • Counselors • Parents	15-18	• High School • Youth	1	4	45	-	50	1-15:1	• As Long as Nece-ssary	• Separate School Facility	6 Years	• Federal
c. Project Explore Talent Search	• Teachers • Counselors • Agencies	12-27	• High School • Youth • Out-of-School • Youth	66	43	317	--	432	200:1	• As Long as Nece-ssary	• Regular School Facility	1 Year	• Federal

COLLEGE PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	HRS. PER WEEK (IN	PROGRAM LOCATION	LENGTH OF OPER-ATION	FUNDING SOURCE(S) (SELF-REPORTED)
10 Pan American University/ High School Equivalency Progam	• Teachers • Counselors • Parents • Agencies	17+	• Out-of-School Youth	1	158	1	--	160	10:1	• As Long as Nece-ssary	• Non-School Facility	14 Years	• Dept. of Education
11 San Antonio College/ Conversat-ional English	• Counselors • Agencies • Other	17 +	• Adults	-	-	-	-	500	12:1	• As Long as Nece-ssary	• Regular School Facility	8 Years	• Local • State
b. ABE/GED	• Teachers • Counselors • Parents • Agencies • Other	17 +	• Adults	-	-	-	-	1500	12:1	• As Long as Nece-ssary	• Regular School Facility • Separate School Facility • Non-School Facility	11 Years	• Local • State
c. Project ADVANCE	• Counselors • Agencies • Other	17 +	• Adults	-	-	-	-	300	12:1	• As Long as Nece-ssary	• Regular School Facility	3 Years	• Federal

COLLEGE PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURATION	PROGRAM LOCATION	LENGTH OF OPERATION	FUNDING SOURCE(S) (SELF-REPORTED)
d. Basic Skills Referral	• Teachers • Counselors • Parents • Agencies • Other	17 +	• Adult	-	-	-	-	4000	1:1	• One-Time Con-tract	• Regular School Facility	2 Years	• Local
e. JTPA Learning Center	• Agencies	17+	• Adult	-	-	-	-	150	12:1	• One Seme-ster or Less	• Regular School Facility	1 Month	• Federal
f. GED on TV	N/A	All	All	-	-	-	-	-	N/A	• As Long as Nece-ssary	N/A	3 Years	• Local
g. Learning to Learn	• Teachers • Counselors • Parents • Agencies	17+	• Adult	-	-	-	-	-	1:1	• As Long as Nece-ssary	• Regular School Facility	1 Month	• Federal
12 San Jacinto College	• Teachers • Parents • Agencies	17 +	• Out-of-School Youth	-	-	-	-	-	-	• One Seme-ster or Less	• Regular School Facility	10 Years	• Tuition • Harris County Dept. of Education

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COLLEGE PROGRAM NAMES	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: AM.IN.	HISP.	WHT	OTHR.	TOTAL	STUD: TEACH RATIO	DURATION	PROGRAM LOCATION	LENGTH OF DAY	FUNDING SOURCE(S)
13 Southwest Texas Jr. College/ Adult Basic Education	o Teacher o Counselors o Parents o Agencies o Other	17 +	o Out-of-School Youth o Adults	5	1942	107	-	2054	15:1	o As Long as Necessary	o Regular School Facility o Separate School Facility o Non-School Facility	13 years	o TEA o TEC o Bureau of Indian Affairs
14 Tarrant County Jr. College/r. Computers on Wheels	o Counselors o Other	16 +	o High School Youth o Out-of-School Youth o Adults	--	--	--	--	---	10:1	54 Hours	o Non-School Facility	o Will Begin Oct. 1, 1986	o JTPA

TABLE 3.8 A
SERVICE DELIVERY AREA PROGRAM DESCRIPTIONS

SDA/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
1 Alamo/								
1a. Sanyo Youth Program	• Assist in Finding Employment	•NA	• Pre-Employment/ Job Search • Work Experience • Counseling • Emergency Dental/ Medical & Transportation Services	•NA	• JTPA Eligible • 'At Risk' • Inactive in School for One Year or More	•NA	• SDA	• Placement in Unsubsidized Employment • Positive Outcome
1b. Healy Murphy Learning Center	• Assist in Completing H.S. • Train For Work & Community Life	•NA	• Education • Day Care • Recreation • Counseling • Medical/ Dental/ Legal	•NA	• JTPA Eligible • Not H.S. or E.D. • Approval by School District • Willingness to Participate	•NA	• JTPA • TEA • Local Schools • Internal Program Staff	•NA
1c. Project SER Adult Learning Center	• Increase Academic Skill Level • Employment Training • GED Prep.	•NA	• Pre/Post Testing • Instruction • Tutoring	•NA	• JTPA Eligble • Agreement to Participate on Subsequent Training • Skill Development at the 7th Grade or Higher	•NA	•NA	• Planned vs. Actual Services
1d. San Antonio 70,001 Youth Program	• Basic Job Skills • Employment • GED Prep. • Return to School	•NA	• Assessment • Support Services (Referrals, Emergency Medical, Transportation) • GED Prep. • Counseling • Placement	•NA	• JTPA Eligible • Not Subject to Attendance Requirement • Motivated Toward Employment	•NA	•NA	•NA

•NA: Not Available

SDA/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
2 Austin/ Travis County								
a. Youth Employment Service - Project Sucess	• Reduce the Number of Students who are Out-of-School & Unemployed	•NA	• Recruitment • Intake • Assessment • Counseling • GED Assistance • Job Readiness Training • Job Search Assistance • Job Placement • Follow-Up	•NA	• Out-of-School • Ages 16-21 • JTPA Eligible	•NA	•NA	•NA
b. Creative Rapid Learning Center	• Employment Prep • GED Prep. • Return to School	•NA	• Basic Skills Remediation • Pre-Employment Training • Counseling	• Comprehensive Competency Program	•NA	•NA	• PIC • Remediation & Training Institute	•NA
3 Cameron County/								
a. Out-of-School Program	• GED • Work Experience	•NA	• GED Instruction • Part-Time OJT	•NA	• Ages 16-21 • JTPA Certified • Score of 20+ on AFL Cams-Test	•NA	•NA	•NA
b. Texas Conservation Corps	• Enhance Job Skills • Work Maturity • Education	•NA	• Training • GED Instruction	•NA	• Ages 18-21 • JTPA Certified • Not on Parole or Probation	•NA	None	None

SDA/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION(S)	DATA TO BE
4 City of Corpus Christi/ Nueces County								
a. Peer Tutoring	• Improve Services to At-Risk Youth • Pass the TEAMS Test	ANA	• Tutoring	ANA	• JTPA Eligible	ANA	ANA	• Number Served • Number Passing TEAMS Test
b. Developmental Studies for AFDC Recipients	• Improve Service to At-Risk Youth • Improve Basic Skills Functioning & Job Readiness of Hard-to-Serve Adults • Build Self-Esteem	ANA	• Remedial Ed • Job Readiness Skills • Placement Services • GED Prep.	ANA	• JTPA Eligible • AFDC Recipients	ANA	ANA	• Number Served • Number Obtained GED • Number Attaining Grade Level Increases

SDA/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXISTING CRITERIA	PROGRAM EVALUATION: EVALUATION(S)	PROGRAM EVALUATION: OTHER INFO
c.								
Youth Dropout Research Study & Information & Referral System	• Identify Characteristics of Youth Dropouts • Develop Inventory of Information & Referral Sources for Dropouts	*NR	• Nonparticipant Serving Project	*NR	N/A	N/A	*NR	*NR
d.								
Summer Youth Employment Training Program	• Increase School Retention • Increase High School Completion	*NR	• Work Experience • Summer School • Career Awareness • Labor Market Information	*NR	• Age • Economically Disadvantaged • Residency • Citizenship	*NR	*NR	*NR
e. Job Start	• Vocational Training • Remedial Education • GED	*NR	• Classroom Training • Remedial Education	*NR	• JTPA Eligible • 6th & 7th Grade Level Functioning	*NR	*NR	• Number Served • Number Obtained GED • Number Obtaining Grade Level Increase
f. Out Employment	• Unsubsidized Employment	*NR	• On-the-Job Training	*NR	• JTPA Eligible • In-School Status • Worked Less than 25% Days 60 Days Prior to Applying • No College Plans	*NR	*NR	*NR
g. OJT-Youth	• On-the-Job Training	*NR	• On-the-Job Training	*NR	• JTPA Eligible	*NR	*NR	*NR

SDA/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
5 Concho Valley/ Education Success Project (ESP)I	• GED Prep.	*NA	• Ed • Training • Life • Skills • GED Certification	• Individualized, Customized, Computerized Curriculum	• JTPA Guidelines	*NA	None	None
6 Dallas County, Balance Of								
a. Project Excel	• Pre-Employment Training • Remediation • Counseling & Guidance • GED Prep. • Employment	*NA	• GED Prep. • Pre-Employment Skills Training	*NA	• Economically &/or Educationally Disadvantaged • Ages 16-17 • On Probation	*NA	None	None
b. Buckner Project	• Academic Instruction • Counseling & Guidance • GED Prep. • Referral	*NA	• GED Prep. • Pre-Employment Skills Training • Academic Instruction	*NA	• Economically &/Or Educationally Disadvantaged • Ages 16-17 • On Probation	*NA	None	None
7 Deep East Texas/								
a Newton ISD	• Basic Academic Skills • Computer Literacy	*NA	• Remedial • Academic • Vocational	• Computers	• JTPA Eligible	*NA	*NA	• Pre/Post Test Results
b. Interactive Systems Laboratories: BEST (Basic Employment Skills Training) Program	• Academic & Functional Skills • Job Skills	*NA	• GED Prep. • Individualized Instruction • Basic Computer Competency	*NA	• JTPA Eligible • Limited Work History • Below 8th Grade Academic Skills	*NA	None	None

SDA/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
8 Fort Worth Consortium/ Educational & Occupational Enhancement	• Return to School • Complete Major Level of Educational • Unsubsidized • GED or Diploma	*NA	• Work Experience • Basic Education-al Skills Development • GED Prep.	*NA	• JTPA Eligible • No GED or Diploma	*NA	None	None
9 Harris County, Balance of/ a. 70,001	• Pre-Employment Training Skills • Educational By-Grading • Motivational Training • Placement Assistance	*NA	• Instructional • Counseling • GED Prep.	*NA	• JTPA Eligible • Ages 16-21 • H.S. Dropout	*NA	• TDCA • JTPA	*NA
b. Control Data-Fairbreak Center	• Improve Ed Level of H.S. Dropouts • Occupational Training	*NA	• Computer Ed • GED Prep. • Occupational Training	• Computers	• JTPA Eligible • TABE Score at 6th Grade Level or Above	*NA	*NA	*NA
c. Texas Conservation Corps	• Positive Attitude Toward Work Habits • Job Skills	*NA	• Remediation • Personal Skills • GED Prep. • Pre-Employment Skills	*NA	• JTPA Eligible • Not on Probation • Texas Resident • 18-21 Years of Age	*NA	*NA	*NA

SDA/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA TYPE
d. San Jacinto College-Central Campus 123 Project	• Improve Ed & Services for At-Risk Youth	•NA	• Identification & Referral of At-Risk Youth • Improve Skills in Reading & Math • Prep. for Unsubsidized Employment • GED & ABE Prep • Occupational Training • Guidance & Counseling • Pre-Employment Training	•NA	• JTPA Eligible	•NA	•NA	•NA
e. North Harris County College	• Improve Services to At-Risk Youth	•NA	• Identification & Referral of At-Risk Youth • Basic Skills Ed • Prep for Unsub-Sidized Employment • GED & ABE Prep. • Occupational Training • Counseling & Guidance • Pre-Employment Training	•NA	• JTPA Eligible	•NA	None	None

SDA/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION	
							EVALUATOR(S)	DATA USE
10 Lubbock-Garza County/ a. Comprehensive Competencies Program (CCP)	• Remedial Skills • Job Skills	*NA	• Basic Skills • GED Prep.	*NA	• JTPA Eligible • TABE Scores	*NA	None	None
b. On-the-Job Training	• Job Training	*NA	• Job Skills Training	*NA	• JTPA Eligible	*NA	*NA	*NA
11 North Texas/ GED-Job Readiness Training	• Attain GED • Attain Youth Competencies	*NA	• Self-Paced Training • Travel & Childcare Reimbursement • GED Prep.	• 70,001 LTD. Job Readiness Curriculum	• Economically Disadvantaged • Dropout	*NA	None	None
12 Northeast Texas/ Remedial-GED Program	• Serve At-Risk Youth & Dropouts	*NA	• Remediation • Job Training • GED Prep.	*NA	• JTPA Eligible	*NA	None	None
13 Permian Basin/ a. Alternative Ed Center	• Comprehensive Competencies	*NA	• Basic Academic Skills • Pre-Employment Work Maturity Skills • GED Prep.	• Comprehensive Competencies Program	• JTPA Eligible • Dropout	*NA	None	None

SDA/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION: EVALUATOR(S)	DATA TYPE
b. ECBD School Community Alternative Ed Guidance Center	• Graduation • GED • Employment	*NA	• Contact • Referral • Counseling • Follow-Up	*NA	• At-Risk Youth	*NA	None	None
c. ECBD Alternative Evening School	• Provide Alternative Evening School • Earn College Credits	*NA	• Academic Training	*NA	• JTPA Eligible • At-Risk Youth	*NA	None	None
14 Rural Capital Area/								
a. BEST-DEAL (Basic Employment Skills Training-Dropout Employment & Academic Linkage)	• Academic Remediation • Pre-Employment Skills • Try-Out Employment	*NA	• Academic Remediation • GED Prep. • Pre-Employment Training • Work Experience	*NA	• Dropout • No Work Experience	*NA	NONE	NONE
b. BEST-ACADEMIC	• Remediation To Help Pass TEAMS	*NA	• Remediation	• Comprehensive Competencies	• 11th Grade • Failed TEAMS	*NA	*NA	*NA

SDA/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION: EVALUATOR	PROGRAM EVALUATION: DATA USE
15 South Plains Rural	• Dropout Prevention	*NA	• Identify Dropouts • Counseling • Testing • Remedia-tion	*NA	• JTPA & Local ISD Evaluation	*NA	None	None
16 South Texas/123 Monies Program	• Improve Services For At-Risk Youth • Improve Basic Skills Functioning & Job Readiness Of Adult Partici-pants	*NA	• Remedial Ed • GED Prep.	*NA	• At-Risk Youth • Hard-To-Serve Adults • Economically Disadvantaged • Handicapped • Offenders • Teen Parents • Dropouts • Limited English • Welfare Recipients • Other	*NA	None	None
17 Upper Rio Grande/ a. Project Redirection	• Improve Quality & Level Of Services To At-Risk-Teen Parents	*NA	• Remedial Ed • Counseling • Health & Childcare • Skills Training • Pre-Employment • Career Awareness	*NA	• At-Risk Youth • Teen Parents	*NA	None	None
b. Literacy Program-Ysleta ISD	• Improve Quality & Level of Basic Skills Training For At-Risk Youth & Hard To Serve Adults	*NA	• Remedia-tion • GED Prep. • ESL	*NA	• At-Risk Youth • Hard To Serve Adults	*NA	None	None

SDA/ PROGRAM NAME	GOALS	FOCUS	SERVICES	MATERIALS USED	ELIGIBILITY CRITERIA	EXITING CRITERIA	PROGRAM EVALUATION: EVALUATOR	PROGRAM EVALUATION: DATA TYPE
c. Out-of-School Youth Program	• Return To School • Obtain Diploma Or GED	•NA	• Remediation • Counseling • Work Experience • Skill Training • GED Prep.	•NA	• Dropout • Ages 16	•NA	None	None
18 West Central Texas/ Rural Pre-Employment Training	• Job-Seeking Skills • Job-Keeping Skills	•NA	• Small Groups Instruction	• 70,001 Curriculum • Adult Performance Level Curriculum	• Economically Disadvantaged • Hard-To-Serve Adults	•NA	•NA	• Students Served • % Completing Mastery Tests • % Placed In Employment

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TABLE 3.8 B
SERVICE DELIVERY AREA PROGRAM CHARACTERISTICS

SDA/ PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. URA-TION	PROGRAM LOCATION	LENGTH OF OPER-ATION	FUNDING SOURCE(S) (SELF-REPORTED)
1. Alamo/													
a. Sanyo Youth Program	*NA	14-21	• In-School Youth • Out-of-School Youth	--	--	--	--	357	15:1	*NA	• Out-of-School	20+ Years	• JTPA
b. Healy Murphy Learning Center	*NA	14-19	• In-School Youth • Out-of-School Youth	--	--	--	--	73	8:1	*NA	*NA	7 Years	• Local ISD's • United Way • USDA • Title 20 • City of San Antonio • Private Donations
c. Project SER Adult Learning Center	*NA	18+	• Adult	--	--	--	--	287	15:1	*NA	• Out-of-School	7 Years	• JTPA
d. San Antonio 70,001 Youth Program	*NA	16-21	• Out-of-School • Adult	--	--	--	--	65	10:1	* NA	• Out-of-School	7 Years	• JTPA
2													
Austin/ Travis County													
a. Youth Employment Service Project Success	* NA	16-21	• Out-of-School Youth	--	--	--	--	117	1-5:1	*NA	• Out-of-School	1 1/2 Years	• PIC

* NA=Not Available

SDA/ PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	ORG. DURA-TION	PROGRAM LOCATION	LENGTH OF OPER-ATION	FUNDING SOURCE(S) (SELF-REPORTED)
b. Creative Rapid Learning Center	*NA	14-21	• Out-of-School Youth	--	--	--	--	107	1:10	*NA	• Out-of-School	8 Years	• PIC • Private Donations
3. Cameron County/ a. Out-of-School Program	*NA	16-21	• Out-of-School Youth	--	--	--	--	75	1:15	*NA	• Out-of-School	10 Years	• Title II A
b. Texas Conser-vation Corps	*NA	18-21	• Out-of-School-Youth • Adult	--	--	--	--	9	1:15	*NA	• Out-of-School	3 Years	• Title II A
4. City of Corpus Christi/ Nueces County/ a. Peer Tutoring	*NA	16-21	• In-School Youth	--	--	--	--	67	1:1	*NA	• In-School	6 Months	• JTPA • Section 123 Funds
b. Develop-mental Studies for AFDC Re-cipients	*NA	16-55	• At-Risk Youth • Hard-to-Serve Adults	--	--	--	--	37	20:2	• NA	• Out-of-School	6 Months	• JTPA • Section 123 Funds

SDA/ PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	ORG. ADMINISTRATION	PROGRAM LOCATION	LENGTH OF OPERATION	FUNDING SOURCE(S) (SELF-REPORTED)
c. Youth Dropout Research Study & Information & Referral System	*NA	N/A	• Youth Dropouts	--	--	--	--	*NA	N/A	*NA	N/A	6 Months	• Title II A Section 123
d. Summer Youth Employment Training Program	*NA	14-21	• In-School Youth • Out-of-School Youth • Adult	--	--	--	--	702	*NA	*NA	• In-School • Out-of-School	17 Years	• JTPA
e. Job Start	*NA	17-21	*NA	--	--	--	--	100	20:1	*NA	• Out-of-School	1 Year	• JTPA
f. Out Employment	*NA	16-21	• In-School Youth	--	--	--	--	83	1:1	*NA	• In-School	2 1/2 Years	• JTPA
g. OJT-Youth	*NA	17-21	*NA	--	--	--	--	81	1:1	*NA	• Out-of-School	2 1/2 Years	• JTPA
5. Concho Valley/ Education Sucess Project (ESP) I	*NA	16-21	*NA	--	--	--	--	20	7:1	*NA	• Out-of-School	6 Months	• Section 123

SDA/ PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	DURATION	PROGRAM LOCATION	LENGTH OF OPERATION	FUNDING SOURCE(S) (SELF-REPORTED)
6. Dallas County/ Balance of													
a. Project Excel	*NA	16-17	*NA	--	--	--	--	15	6:1	*NA	• Out-of-School	4 Months	• JTPA • Title II A
b. Buckner Project	*NA	16-17	*NA	--	--	--	--	12	12:1	*NA	• Out-of-School	3 Months	• JTPA
7. Deep East Texas/													
a. Newton ISD	*NA	18+	• At-Risk Youth • Hard-to-Serve Adult	--	--	--	--	28	6:2	*NA	• Out-of-School	4 Months	• Section 123
b. Interactive Systems Laboratories: BEST (Basic Employment Skills Training) Program	*NA	18+	*NA	--	--	--	--	20	10:1	*NA	• Out-of-School	4 Months	• Section 123

SDA/ PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURATION	PROGRAM LOCATION	LENGTH OF OPERATION	FUNDING SOURCE(S) (SELF-REPORTED)
8. Fort Worth Consortium/ Educational & Occupational Enhancement	*NA	16-21	*NA	--	--	--	--	176	25:1	Varies	• Out-of-School	8 Months	• JTPA • Numerous Foundations
9. Harris County, Balance of/													
a. 70,001	*NA	16-21	• Out-of-School	--	--	--	--	167	14:1	*NA	*NA	1 1/2 Years	• PIC • JTPA
b. Control Data-Fair break Center	*NA	17+	• Out-of School Youth	--	--	--	--	136	20:1	*NA	*NA	1 1/2 Years	• JTPA
c. Texas Conservation Corps	*NA	18-21	• Out-of-School Youth	--	--	--	--	300	4:1	* NA	* NA	14 Months	• PIC • JTPA • TCC
d. San Jacinto College- Central Campus 123 Project	*NA	16+	*NA	--	--	--	--	99	10-25:1	*NA	• Out-of-School	2 Years	• PIC

SDA/ PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	OG. DURATION	PROGRAM LOCATION	LENGTH OF OPERATION	FUNDING SOURCE(S) (SELF-REPORTED)
9. North Harris County College	*NA	16+	*NA	--	--	--	--	45	10-25:1	*NA	*NA	2 Years	• PIC
10. Lubbock-Garza County/													
a. Comprehensive Competencies Program (CCP)	*NA	16+	*NA	--	--	--	--	14	10:1	*NA	• Out-of-School	2 Months	• JTPA
b. On-the-Job Training	*NA	16+	*NA	--	--	--	--	200	Varies	*NA	• Out-of-School	2 1/2 Years	• JTPA
11. North Texas/ GED-Job Readiness Training	*NA	17-21	• Dropout	--	--	--	--	20	5:1	*NA	• Out-of-School	7 Months	• JTPA
12. Northeast Texas/ Remedial-GED Program	*NA	16-21	• Dropout • At-Risk	--	--	--	--	0	20:1	*NA	• In-School • Out-of-School	2 Weeks	• JTPA • TDCA

SDA/ PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	G. RATION	PROGRAM LOCATION	LENGTH OF OPERATION	FUNDING SOURCE(S) (SELF-REPORTED)
13.													
Permian Basin/													
1a.													
Alternative Education Center	*NA	14-21	• Dropout	--	--	--	--	55	10:1	*NA	• Out-of-School	8 Months	• JTPA
1b.													
ECBD School Community Alternative Education Guidance Center	*NA	14-21	• Dropout	--	--	--	--	100+	100:1	*NA	• Out-of-School	3 Months	• JTPA
1c.													
ECBD Alternative Evening School	*NA	14-21	• Potential Dropouts • Dropouts	--	--	--	--	80	15:1	*NA	• In-School	5 Months	• JTPA
14.													
Rural Capital Area/													
1a.													
DEST-DEAL (Basic Employment Skills Training-Dropout Employment & Academic Linkage)	*NA	16-21	• Dropout	--	--	--	--	6	8:1	* NA	• In-School	5 Months	• JTPA

SDA/ PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	DURA-TION	PROGRAM LOCATION	LENGTH OF OPER-ATION	FUNDING SOURCE(S) (SELF-REPORTED)
b. BEST-ACADEMIC	*NA	11th Grade	• 11th Grade • In-School Youth	--	--	--	--	20	10:1	*NA	• In-school	7 Months	• JTPA
15. South Plains Rural	*NA	14-18	• In-School Youth	--	--	--	--	120	*NA	*NA	• In-School	1 Month	• JTPA
16. South Texas/ 123 Monies Program	*NA	16+	• At-Risk-Youth • Hard-to-Serve Adults	--	--	--	--	60	15:1	*NA	• Out-of-School	3 Months	• State Education Coodination & Grants Program
17. Upper Rio Grande													
a. Project Redirect-ion	*NA	14-19	• At-Risk Youth Teen Parents	--	--	--	--	26	15:1	*NA	• Out-of-School • In-School	4 Months	• Setion 123
b. Literacy Program-Ysleta ISD	*NA	16+	• At-Risk Youth • Hard-to-Serve Adults	--	--	--	--	77	20:1	*NA	• Out-of-School	6 Months	• Section 123

SDA/ PROGRAM NAME	REFERRAL SOURCE(S)	AGE SERVED	STUDENT TYPE(S)	NUMBER OF STUDENTS SERVED: BLK	HISP	WHT	OTHR	TOTAL	STUD/ TEACH RATIO	PROG. DURATION	PROGRAM LOCATION	LENGTH OF OPERATION	FUNDING SOURCE(S) (SELF-REPORTED)
17. Out-of-School Youth Program	*NA	16 1/2 - 21	• Dropout	--	--	--	--	146	20:1	*NA	• Out-of-School	3 Years	• II A
18. West Central Texas/ Rural Pre-Employment Training	*NA	16+	• At-Risk-Youth • Hard-to-Serve Adults	--	--	--	--	115	7:1	*NA	• In-School • Out-of-School	8 Months	• II A • 123

TABLE 3.9
DETAILED LISTING OF CATEGORIES: PROGRAM DESCRIPTIONS

• GOALS: To Improve / Develop / Increase / Obtain

ACADEMIC	AFFECTIVE	EMPLOYMENT
. Basic Literacy . Academic Skills . Diploma . GED . Return to School . Passing Grade on T.E.A.M.S. . Services to At-Risk Youth . Identify Characteristics of Dropouts . Inventory of Referral & Information Sources for Dropouts . Computer Literacy . Carnegie Credits . Evening School	. Problem-Solving Skills . Interpersonal Skills . School Appropriate Behavior . Motivation . Self-Esteem . Services to At-Risk Youth . Counseling & Guidance . Functional Skills	. Job Competency Skills . Job Opportunities . Employment . Placement Assistance . Occupational Training

• FOCUS

INSTRUCTIONAL	COUNSELING	EMPLOYMENT	OTHER
. Ged Preparation . Basic Academic Skills . Interim Ed for Pregnant/Ill Students . Tutoring . Inservice Activities	. Motivational Strategies . Career Guidance . Self-Worth Guidance	. Job Skills . School/Business Partnership . Job Placement	. Community Outreach . Parent Outreach . Childcare . Tutoring Younger Childern

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- SERVICES

- Individualized Instruction
- Tutoring
- Life-Skills Training
- Computer-Assisted Instruction
- Adult Basic Education
- GED Preparation
- English as a Second Language (ESL)
- Citizenship
- Pre/Post Testing
- Computer Compentency
- Adult Basic Education (ABE) Preparation
- Small Group Instruction
- Tutoring of Younger Children
- Behavior Management
- Individual Counseling
- Group Counseling
- Family Counseling
- Academic Counseling
- Parenting Skills
- Social Services Referrals
- Access to Role Models
- Job Competency Training
- Shop
- Work/Study
- Pre-Employment/ Job Search
- Work Experience
- Placement
- Career Awareness

- ELIGIBILITY CRITERIA

ACADEMIC	NON-ACADEMIC	OTHER
. Number of Classes Failed	. Number of Absences	. Unspecified
. Standardized Math/ Reading/Language Score	. Number of Behavior Referrals	. Student Willingness to Participate
. Counselor Referrals	. Counselor Referrals	. Approval By School District
. Non-English Speaking Home	. Health Problems	. No College Plans
. Dropout	. Economic Problems	
. Failed T.E.A.M.S.	. JTPA Eligible	
. At-Risk Youth	. Motivated toward Employment	
. Skills Development at the 7th Grade or Higher	. Age	
. Score of 20+ on APL Cams Test	. Not on Parole Probation	
. In-School Status	. Residency	
. Below 8th Grade Academic Skills	. AFDC Recipient	
. T.A.B.E. Score at 6th Grade or Above	. Residency	
. T.A.B.E. Score	. Citizenship	
. Limited English	. Limited Employment Experience	
	. On Probaton	
	. Teen-Parent	
	. Low Self-Esteem	
	. Poor Socialization with Peers	

TABLE 3.10
DETAILED LISTING OF CATEGORIES: PROGRAM CHARACTERISTICS

• FUNDING SOURCES (self-reported)

PRIVATE	LOCAL	STATE	FEDERAL
. Tuition . Volunteers . Private Business . private Citizens	. Local ISD . Funding for Counseling . City	. Texas Education Agency (TEA) . School Community Guidance Center Grant . Texas Employment Commission (TEC) . Compensatory . Legislative . Criminal Justice Division	. Texas Council of Governments . Job Training Partnership Act (JTPA) . Dept. of Education . Bureau of Indian Affairs

TABLE 3.11
EVALUATION DATA COLLECTED BY INDIVIDUAL PROGRAMS

a.	• Pre/post gains in Reading and Math • Number of students tested • Number of students receiving GED's
b.	• Number of students seved • Number of meeting with students • Number of hours with students
c.	• Classroom observations
d.	• Evaluation of program components
e.	• Testimonials (letters) • Enrollment figures • Reasons for referrals
f.	• Number of students enrolled • Number of students completing the program • Pre/post gains in standardized scores and grade levels
g.	• Number of students served • Number of students passing T.E.A.M.S.
h.	• Number of students served • Number of students obtaining G.E.D. • Number of students increasing in grade level
i.	• Number of students served • Percentage of completed mastery tests • Percentage of students placed in employment
j.	• Pre/post self concept scores • Pre/post achievement measures • Number of absences • Number of discipline referrals • Pre/post interviews

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TABLE 3.12

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DROPOUT PROGRAM DIRECTORY

ANGELINA COUNTY

Deep East Texas Council of Government:

Lufkin Adult Learning Center (ALC): Project Reserve
Bob Quillin
107 East Lufkin Avenue
Lufkin, TX 75901
(409) 639-3059

BEE COUNTY

Bee County College:

B.C.C. Adult Outreach Pgm.
Duwayne Dumas
3800 Charo Road
Beeville, TX 78102
(512) 358-3130

BEXAR COUNTY

Edgewood ISD:

Valued Youth Partnership Pgm.
Sylvia Hinojosa
5358 W. Commerce
San Antonio, TX 78219
(512) 433-9412

San Antonio ISD:

Goalmaker
Dr. Lucille Santos
141 Lavaca Street
San Antonio, TX 78210
(512) 299-5663

Visiting Teacher
Dr. Lucille L. Santos
141 Lavaca Street
San Antonio, TX 78210
(512) 299-5663

South San Antonio ISD:

Valued Youth Partnership Pgm.
Gilbert Quezada
2515 Sioux Street
San Antonio, TX 78224
(512) 921-0017

San Antonio College:

Adult Basic Ed. ABE/GED
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733-2651

Basic Skills Referral
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733-2651

Conversational English
Phyllis Schantz
1300 San Pedro
San Antionio, TX 78284
(512) 733-2651

GED on TV
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733 2651

JTPA Learning Center
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733-2651

Learning to Learning
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733-2651

Project ADVANCE
Phyllis Schantz
1300 San Pedro
San Antonio, TX 78284
(512) 733-2651

Alamo:

Healy Murphy Learning Center
Belvin B. Steward
434 S. Main, Suite 301
San Antonio, TX 78204
(512) 299-8183

San Antonio 70,001 Youth Pgm.
Belvin B. Steward
434 S. Main, Suite 301
San Antonio,TX 78204
(512) 299-8183

Sanyo Youth Pgm.
Belvin B. Steward
434 S. Main, Suite 301
San Antonio, TX 78204
(512) 299-8183

Project SER Adult Learning Center
Belvin B. Steward
434 S. Main, Suite 301
San Antonio, TX 78204
(512) 299-8183

BOWIE COUNTY

Northeast Texas:

Remedial/GED Pgm.
Ermer Pondexter
P.O. Box 5307
Texarkana, TX 75505
(214) 832-8636

BRAZORIA COUNTY

Brazosport ISD:

Brazosport Alternative School
J.B. Berryhill
P.O. Drawer Z
Freeport, TX 77541
(409) 265-6181 Ext. 246

Alvin Community College:

JTPA (Job Training Partnership Act) Youth Project
Jose G. Castillo, Jr.
3110 Mustang Road
Alvin, TX 77511
(713) 331-6111 Ext. 238

BROWN COUNTY

Brownwood ISD:

Guidance Center
Jerry McSwain
1909 Fourth Street
Brownwood, TX 76801
(915) 643-2951

BURLESON COUNTY

Snook ISD:

Dropout Prevention
Doug Bryant
P.O. Box 87
Snook, TX 77878
(409) 272-8307

BURNET COUNTY

Adult Continuing Education:

None Given
Molly Wilkinson
P.O.Box 1017
Marble Falls, TX 78654
(512) 693-7153

CAMERON COUNTY

Rio Hondo ISD:

Rio Hondo Stay-In-School Pgm.
Woodie V. Hornburg
P.O. Box 220
Rio Hondo, TX 78583
(512) 748-2981

Cameron County:

Out-of-School Pgm.
Arturo A. McDonald, Jr.
3302 Boca Chica
Suite 211
Brownsville, TX 78250
(512) 542-5935

Texas Conservation Corps
Arturo A. McDonald, Jr.
3302 Boca Chica
Suite 211
Brownsville, TX 78520
(512) 542–5935

DALLAS COUNTY

Dallas ISD:

Communities in Schools
Pearl Garza Fracchia
3700 Ross Ave., Box 41
Dallas, TX 75204
(214) 526-0728

Dallas County, Balance of:

Buckner Project
Eddie Harris, Jr.
4917 Harry Hines Boulevard
North Building
Dallas, TX 75235-7792
(214) 920-7892

Project Excel
Eddie Harris, Jr.
4917 Harry Hines Boulevard
North Building
Dallas, TX 75235-7792
(214) 920-7892

DENTON COUNTY

North Texas State University:

Project Explore Talent Search
Kathy Taylor
North Texas State University
Project Explore Talent Search
P.O. Box 13407
Denton, TX 76203-3407
(817) 565-2090

Upward Bound
Dianne Newman
North Texas State University
Upward Bound Project
P.O. Box 13407
Denton, TX 76203-3407
(817) 565-2090

Youth Opportunities Unlimited
Dr. Norris D. Fox
North Texas State University
Youth Opportunities Unlimited
P.O. Box 13857
Denton, TX 76203
(817) 565-2097

EL PASO COUNTY

Canutillo ISD:

Dropout Counseling
Ester E. McLeod
P.O. Box 100
Canutillo, TX 79835
(915) 877-3726

Socorro ISD:

Map (Midway Academic Pgm.)
Mitchell C. Ferguson
Socorro ISD Ed. Center
12300 Eastlake Drive
El Paso, TX 79927
(915) 858-0912

New Outlook
Mitchell C. Ferguson
Socorro ISD Ed. Center
12300 Eastlake Drive
El Paso, TX 79927
(915) 858-0912

Region XIX Education
Service Center:

West Texas School Community Guidance Center
Gert Peck
8441 Valdespino
Education Center
El Paso, TX 79925
(915) 858-2931

Upper Rio Grande:

Literacy Program-Ysleta ISD
Richard Davies
2211 E. Missouri
Suite E-235
El Paso,TX 79903
(915) 542-2808

Out-of-School Youth Pgm.
Richard Davies
2211 E. Missouri
Suite E-235
El Paso, TX 79903
(915) 542-2808

Project Redirection
Richard Davies
2211 E. Missouri
Suite E-235
El Paso, TX 79903
(915) 542-2808

GALVESTON COUNTY

Clear Creek ISD:

Houston Marine Institute
Michael S. Fogarty
516 Hwy. 3 North
League City, TX 77573
(713) 338-1591

College of the Mainland:

Adult Basic Ed. Co-op
Nancy Smith
8001 Palmer
Texas City, TX 77590
(409) 938-1211

GREGG COUNTY

White Oak ISD:

None Given
Robert Bohn
200 South White Oak Road
White Oak, TX 75693
(214) 759-4492 Ext. 42

GUADALUPE COUNTY

Schertz-Cibolo-
Universal City ISD:

Dropout Prevention Counseling
Nancy J. Hagen
1060 Elbel Road
Schertz, TX 78154
(512) 658-3553

HARRIS COUNTY

Alief ISD:

Individualized Study Center
Carolyn E. Brown
P.O. Box 68
Alief, TX 77411
(713) 498-8110 Ext. 4460

San Jacinto College:

GED Prep. Courses
Everett Schmidt
5800 Uvalde
Houston, TX 77049
(713) 458-4050

Harris County, Balance of:

70,001
Marshenell Ervin
12605 East Freeway, Suite 620
P.O. Box 96100
Houston, TX 77213-6600
(713) 451-4257 Ext. 42

Control Data- Fairbreak Center
Marshenell Ervin
12605 East Freeway, Suite 620
P.O. Box 96100
Houston, TX 77213-6600
(713) 451-4257 Ext. 42

North Harris County College
Marshenell Ervin
12605 East Freeway, Suite 620
P.O. Box 96100
Houston, TX 77213-6600
(713) 451-4257 Ext. 42

San Jacinto College-Central
Campus 123 Project
Marshenell Ervin
12605 East Freeway, Suite 620
P.O. Box 96100
Houston, TX 77213-6600
(713) 451-4257 Ext. 42

Texas Conservation Corps
Marshenell Ervin
12605 East Freeway, Suite 620
P.O. Box 96100
Houston, TX 77213-6600
(713) 451-4257 Ext. 42

HAYS COUNTY

Deep East Texas:

BEST (Basic Employment Skills Trng .) Pgm.
Interactive Systems Labs
Federal Building, Rm 101
P.O.Box 1409
San Marcos,TX 78667-1409
(512) 396-5248

San Marcos Public Library:

People-to-People Adult Ed . Pgm.
Shelly Rode
310 W. Hutchison
San Marcos, TX 78667
(512) 392-8124

HIDALGO COUNTY

Pan American University:

High School Equivalency Pgm.
Hilario Rincon
1201 W. University Dr.
Edinburg, TX 78539
(512) 381-2521

HOCKLEY COUNTY

South Plains Rural:

None Given
W. D. (Bill) Powell, Jr.
P.O.Box 610
411 Austin Street
Levelland, TX 79336
(806) 894-6104

HOUSTON COUNTY

Crockett State School:

Survival Skills
Dr. Judy Huffty
P. O. Box 411
Crockett, TX 75835
(409) 544-5111 Ext. 128

HOWARD COUNTY

Howard County Jr. College:

Adult and Continuing Ed.
Josie Salazar
1001 Birdwell Lane
Big Spring, TX 79720
(915) 267-6311

JASPER COUNTY

Deep East Texas Council
of Governments:

Jasper ALC: Project TEEM
(Train, Encourage ,Educate ,
Motivate)
Brenda Schofield
P.O. Box 1512
Jasper, TX 75951
(409) 384-2004

JEFFERSON COUNTY

Port Arthur ISD:

Project S.A.V.E.
Joe Landry
501 West 17th Street
Port Arthur, TX 77640
(409) 983-6039

Opportunities Industrialization Center:

Pre-Employment, GED
Linda Clark
P. O. Box 627
Beaumont, TX 77704
(409) 727-2384

Lamar University:

Youth Opportunity Unlimited
Dr. Mark Cooper
P. O. Box 10034
Beaumont, TX 77710
(409) 880-8673

LUBBOCK COUNTY

Lubbock Adult Ed.:

Lubbock Evening H.S., GED Prep., Adult Basic Ed.
Freddye Harrell
610 Third St.
Lubbock, TX 79401
(806) 765-9338

Lubbock/Garza County:

Comprehensive Competencies Pgm.
Robbye Hendryx
P. O. Box 2858
Lubbock, TX 79408
(806) 763-6416

On-the-Job Training
Robbye Hendryx
P. O. Box 2858
Lubbock, TX 79408
(806) 763-6416

MIDLAND COUNTY

Midland College:

Adult Basic Ed.-General Ed. Development Pgm.
Dr. Deana Lusk
3600 N. Garfield
Midland, TX 79705
(915) 685-4514

Permian Basin:

Alternative Ed. Center
Richard Rutter
P. O. Box 6391
Midland, TX 79711
(915) 337-1882

ECBD Alternative Evening School
Donna Harrison
P. O. Box 6391
Midland, TX 79711
(915) 563-1061

ECBD School Community Alternative Education Guidance Center
Donna Harrison
P.O. Box 6391
Midland,TX 79711
(915) 563-1061

MILLS COUNTY

Mullin ISD:

None Given
Harley H. Ethridge
Box 128
Mullin ,TX 76864
(915) 985-3374

NACOGDOCHES COUNTY

Deep East Texas Council of Governments:

Nacogdoches ALC: Project Redirection
Tina Blackshire
2423 North Pecan
Nacogdoches, TX 75961
(409) 564-8789

NEWTON COUNTY

Deep East Texas:

Newton ISD
Garland Meredith
P.O. Box 935
Newton, TX 75966
(409) 379-2301

NUECES COUNTY

Corpus Christi ISD:

Operation Intervention
Arturo Delgado
P. O. Drawer 110
801 Leopard
Corpus Christi, TX 78403
(512) 888-7811 Ext. 248

City of Corpus Christi:

Developmental Studies for AFDC Recipients
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

Job Start
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

OJT-Youth
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

Out Employment
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

Peer Tutoring
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

Summer Youth Employment Training Pgm.
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

Youth Dropout Research Study & Information & Referral System
Irma Caballero
P. O. Box 9277
Corpus Christi, TX 78469
(512) 880-3185

POTTER COUNTY

River Road ISD:

None Given
Bill A. Vestal
Route 9, Box 1
Amarillo, TX 79108
(806) 383-9578

Amarillo College:

JTPA Basic Ed. for Youth, Pre-Voc. Training For Adults
Judy Isbell
P. O. Box 447
Amarillo, TX 79178
(806) 371-5434

ROBERTSON COUNTY

Bremond ISD:

None Given
Joe Phariss
P. O. Box 190
Bremond, TX 76629
(817) 746-7145

TARRANT COUNTY

Birdville ISD:

Coordinated Voc. Academic Ed. (CVAE)
L. J. Burleson
Birdville ISD
6125 E. Belknap St.
Fort Worth, TX 76117
(817) 831-0951

Tarrant County Jr. College:

Computers on Wheels
Elizabeth Thornton
1500 Houston
Fort Worth, TX 76102
(817) 336-7851

Fort Worth Consortium:

Educational & Occupational Enhancement
Richard Sapp
440 S. Main
Fort Worth, TX 76104
(817) 870-7530

TAYLOR COUNTY

West Central Texas:

Rural Pre-Employment Training
Mary Ross
P. O. Box 3195
Abilene, TX 79604
(915) 672-8544

TOM GREEN COUNTY

Concho Valley:

Education Success Project (ESP) I
Jose C. Martinez
5002 Knickerbocker Road
San Angelo, TX 76906
(512) 944-9666

TRAVIS COUNTY

Austin Community College:

Competency Based H.S.Diploma Pgm.
Robert R. Leffel
12400 Mellow Meadow Dr.
Austin, TX 78750
(512) 250-1051

Austin/Travis County:

Creative Rapid Learning Center
Tina Tabler
314 Highland Mall Blvd., Suite 409
Austin, TX 78752
(512) 458-3313

Youth Employment Service-Project Success
Tina Tabler
314 Highland Mall Blvd.,Suite 409
Austin, TX 78752
(512) 458-3313

UVALDE COUNTY

Southwest Texas Jr. College:

Adult Basic Ed.
Jose L. Calderon
Southwest Texas Jr. College
Garner Field Road
Uvalde, TX 78801
(512) 278-4401 Ext. 236

WASHINGTON COUNTY

Brenham ISD:

Project CAT (Comp. Asst. Instruct.)
Diana K. Wenzel
P. O. Box 1147
Brenham, TX 77833
(409) 836-5672

WEBB COUNTY

South Texas:

123 Monies Pgm.
Laura Resendez
P.O. Box 1757
Laredo, TX 78044
(512) 722-3973

WICHITA COUNTY

North Texas:

GED/Job Readiness Training
Beverly Larson
P.O. Box 5144
Wichita Falls, TX 76307
(817) 322-5281

WILLIAMSON COUNTY

Georgetown ISD:

REACH
Stephen C. Anderson
1701 North Austin Blvd.
Georgetown, TX 78628
512) 863-6592

Leander ISD:

Community Education
Hank Hoadley
P.O. Box 218
Leander, TX 78641
(512) 259-1121

Literacy Council Of Williamson Co.:

None Given
Ann Lessom
P.O. Box 740
Georgetown, TX 78627
(512) 863-6561

Ten Count Adult Ed. Co-op:

None Given
Jack Gunlock
603 Lakeway Dr.
Georgetown, TX 78628
(512) 863-7191

Rural Capital Area:

BEST/ACADEMIC
Kathy Barrett
P.O. Box 740
Georgetown, TX 78627
(512) 225-4860
(512) 863-6561

BEST-DEAL (Basic Employment Skills Training-Dropout Employment & Academic Linkage)
Kathy Barrett
P.O. Box 740
Georgetown, TX 78627
(512) 225-4860
(512) 863-6561